

DISTRICT MENTORING PLAN



2022-2023

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Introduction

WALL TOWNSHIP PUBLIC SCHOOL DISTRICT

The Wall Township Public School District's Mentoring Program is designed to provide non-tenured teachers, including novice professional teachers who hold a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS), with an induction to the teaching profession and to the school community through differentiated supports based on each teacher's individual needs and to help them become effective professionals.

The goals of the District Mentoring Program are to enhance teacher knowledge and strategies related to the New Jersey Student Learning Standards, to facilitate student achievement and growth, to identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching, and to assist first-year teachers in acclimate to the profession and adjusting to the challenges of teaching. The WTPS District Mentoring Plan is in accordance with the requirements as outlined in N.J.A.C. 6A:9C-5.1 et seq., and district Policy #3126 - District Mentoring Program.

Definitions

Novice Teacher: A novice teacher is a beginning educator who is assigned to and works with a mentor. The novice teacher attends the NTO, and works with an assigned mentor on a daily to weekly basis to fulfill the requirements of the Provisional Teacher Program.

New Teacher: The new teacher is one who is experienced outside of the Wall Township School District and holds a Standard Certificate or second year Provisional Certificate. The new teacher also attends the NTO and the monthly meetings however no mentor is assigned.

Mentor: A mentor is an experienced educator who observes, supports, and coaches the novice teacher throughout the Provisional Teacher Program.

Provisional Teacher Program: A state mandated program that requires a novice teacher to be mentored by a veteran teacher, and complete the required number of hours described in the district's mentoring plan. The novice teacher's transition from a Provisional Certificate to a Standard Certificate occurs when the novice teacher receives two out of three years an Effective or Highly Effective Summative Evaluation, and documentation in completing the District Mentoring Program.

New Teacher Orientation

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As a means of induction into the education profession and as a member of the Wall Township Public School District staff, a variety of mentoring structures are in place to new staff.

1. All new staff participate in a three-day New Teacher Orientation (NTO) prior to the opening of school. The NTO is a comprehensive introduction including, but not limited to, teacher evaluation training on the district-adopted 2007 Danielson Framework For Teaching, development of student growth objectives (SGOs) and Professional Development Plan (PDP), curriculum, assessment, instructional technology, professionalism, special education overview, building tour, an introduction to the Wall Township Education Association, and guidance on state-mandated trainings.
2. In addition, all new staff attend monthly meetings to enhance pedagogical practices as it relates to student outcomes.

Mentoring Supports for Non-Tenured, First Year Teachers

Experienced Teacher New To District (New Teacher)

- Comprehensive orientation to district policies and procedures (NTO)
- 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 Holding CEAS (traditional route)

- Comprehensive orientation to district policies and procedures (NTO)
- One full school year of 1-1 mentoring from beginning of assignment, prorated for part-time teachers
- 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
- New PDP created within 30 days of new assignment

Novice Teacher Holding CE (alternate route)

- Comprehensive orientation to district policies and procedures (NTO)
- 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 teachers evaluation instrument
- Mentor aligns support to mentee's preparation curriculum
- New PDP created within 30 days of new assignment

Mentoring Selection, Training, and Payment

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The district is highly committed to the selection, training, and appointment of quality mentors who demonstrate a strong command of content and pedagogy, understand the resources and opportunities available and are able to act as a referral source, and understand the social and workplace norms of the district and community.

The district shall provide a training program for all mentors, which will include, but is not limited to, the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Student Learning Standards, classroom observation skills; facilitating adult learning, and leading reflective conversations about practice.

The mentor shall:

- Demonstrate a record of success in the classroom and have earned a summative rating of Effective or Highly Effective on most recent summative evaluation. In cases where summative evaluation is delayed, the mentor shall have earned a rating of Effective or higher on the teacher practice instrument.
- Have at least 3 years teaching experience, with at least 2 completed within the previous 5 years.
- Not serve as mentee's direct supervisor or conduct evaluations.
- Complete the district Mentoring Training Program offered Fall or Spring in the district.
- Provide in-person contact time over the course of the academic year, or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.
- Meet with the novice provisional teacher holding a CEAS once per week for the first 4 weeks of the assignment.
- Meet with the novice provisional teacher holding a CE once per week for the first 8 weeks of the assignment.
- Provide observation and feedback, opportunities for the novice teacher to observe effective practice, confidential guidance and support in accordance with the Professional Standards for Teachers, and guide the teacher in self-assessment on the Danielson Framework for Teaching rubrics.
- Maintain a Novice Provisional Teacher Mentoring Log and record contact time with mentees. Principals review/sign logs and mentors submit logs to the Office of Curriculum & Instruction on the last working day of each month.
- Payment of mentors is overseen by the district's administrative office. Payments shall not be conferred directly from provisional novice teacher to mentor.
- Observe the Novice Teacher at least 4 times in a school year.

The novice teacher/new teacher shall:

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- Develop rapport with all members of the school community
- Commit to the development of the mentor-novice/new teacher relationship
- Foster effective written and verbal communication skills
- Be receptive to feedback
- Set goals and expectations for instruction
- Openly discuss successes and failures
- Practice active self-reflection in order to improve practice and student outcomes
- Attend the NTO and the monthly meetings
- Develop a PDP with coordination of mentor and supervisor/principal
- Observe the mentor's classes and/or other teacher's classrooms at least four times
(Novice Teacher Only)

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Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none">• Content knowledge • Prerequisite relationships • Content pedagogy 1b Demonstrating Knowledge of Students <ul style="list-style-type: none">• Child development • Learning process • Special needs• Student skills, knowledge, and proficiency• Interests and cultural heritage 1c Setting Instructional Outcomes <ul style="list-style-type: none">• Value, sequence, and alignment • Clarity • Balance• Suitability for diverse learners 1d Demonstrating Knowledge of Resources <ul style="list-style-type: none">• For classroom • To extend content knowledge • For students 1e Designing Coherent Instruction <ul style="list-style-type: none">• Learning activities • Instructional materials and resources• Instructional groups • Lesson and unit structure 1f Designing Student Assessments <ul style="list-style-type: none">• Congruence with outcomes • Criteria and standards• Formative assessments • Use for planning	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none">• Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning <ul style="list-style-type: none">• Importance of content • Expectations for learning and behavior• Student pride in work 2c Managing Classroom Procedures <ul style="list-style-type: none">• Instructional groups • Transitions• Materials and supplies • Non-instructional duties• Supervision of volunteers and paraprofessionals 2d Managing Student Behavior <ul style="list-style-type: none">• Expectations • Monitoring behavior • Response to misbehavior 2e Organizing Physical Space <ul style="list-style-type: none">• Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching <ul style="list-style-type: none">• Accuracy • Use in future teaching 4b Maintaining Accurate Records <ul style="list-style-type: none">• Student completion of assignments• Student progress in learning • Non-instructional records 4c Communicating with Families <ul style="list-style-type: none">• About instructional program • About individual students• Engagement of families in instructional program 4d Participating in a Professional Community <ul style="list-style-type: none">• Relationships with colleagues • Participation in school projects• Involvement in culture of professional inquiry • Service to school 4e Growing and Developing Professionally <ul style="list-style-type: none">• Enhancement of content knowledge and pedagogical skill• Service to the profession 4f Showing Professionalism <ul style="list-style-type: none">• Integrity/ethical conduct • Service to students • Advocacy• Decision-making • Compliance with school/district regulations	DOMAIN 3: Instruction 3a Communicating With Students <ul style="list-style-type: none">• Expectations for learning • Directions and procedures• Explanations of content • Use of oral and written language 3b Using Questioning and Discussion Techniques <ul style="list-style-type: none">• Quality of questions • Discussion techniques • Student participation 3c Engaging Students in Learning <ul style="list-style-type: none">• Activities and assignments • Student groups• Instructional materials and resources • Structure and pacing 3d Using Assessment in Instruction <ul style="list-style-type: none">• Assessment criteria • Monitoring of student learning• Feedback to students • Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none">• Lesson adjustment • Response to students • Persistence

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Resources

[New Jersey Professional Standards For Teachers](#)

[New Jersey Student Learning Standards](#)

[Danielson 2007 Framework For Teaching](#)

[AchieveNJ](#)

[SGO Overview](#)

[Teacher Evaluation Framework](#)

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New Teacher Induction Meetings and Topics

Month	Location	Topic	Facilitator(s)
August	WHS	Welcome to WTPS!	District Personnel
September	TBD	Communication	H. Daniel
October	TBD	Special Education Co-Teaching Model	Roberts and Samaha
November	TBD	Differentiate Instruction/Strategy Groups/Conferencing	Small Group with Supervisor
January	TBD	Questioning Techniques to Enhance Higher Order Thinking Skills	S. Monafis
March	TBD	Teacher Choice	Small Group with Supervisor
May	TBD	Reflection on the Year/Survey	Jennifer McCann

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Mentor Teacher Application

Part A: Mentor Teacher Application

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher and agree to participate in required Mentor Training.

Directions: Answer the following questions and forward the completed form to the Mentoring Committee. Use the reverse side of this form to answer the questions, if necessary.

Name: _____

School: _____ Subject/Grade Level: _____

1. Why do you want to be a mentor? What abilities and experiences do you bring to the process of mentoring novice teachers?

2. How are you keeping current in curriculum areas?

Teacher's Signature

Date

Part B: Principal's Mentor-Novice Teacher Assignment

I have assigned _____ to _____,
Mentor Teacher Novice Teacher

_____, for the 20__ - 20__ school year.
Subject/Grade Level

(Check One) CE or CEAS

Principal's Signature

Date

Principal: Please return this form to the Office of Human Resources when completed.

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As a Wall Township School District Mentor I pledge to:

1. Maintain a confidential relationship with my novice teacher. I will not share conversations or observations with administrators, peers, or students. The only exceptions are those situations in which I am required by law to report an incident to the administration.
2. Visit the novice teacher's classroom when mutually decided. An administrator or supervisor cannot ask me to do so.
3. Observe my novice teacher in a non-evaluative fashion.
4. Accept payment from my novice teacher. A professional relationship with my novice teacher, including my time and experience is a valuable practice.
5. Teach my novice teacher the basic ethics of teaching.
6. Advise my novice teacher on the ways to deal with issues in the classroom involving student safety.
7. Be a role model for my novice teacher.
8. Practice conflict resolution if an issue arises between the novice teacher and myself.

Signature of Mentor Teacher

Principal: Please return this form to the Office of Human Resources when completed.

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MENTORING CONTRACT

The mentoring contract brings together the Mentor, Novice Teacher, and Supervisor/Principal, and indicates what are the responsibilities of each member. With faithful participation, the education of students will be enhanced.

The Mentor and the Novice Teacher agree:

1. to develop a professional and collegial relationship.
2. to keep all discussions confidential.

The Mentor agrees:

1. to review the background of the novice teacher in order to provide the right amount of support.
2. to confer regularly with the novice teacher.
3. to observe the novice teacher four times and provide feedback, coaching, and support following those observations.
4. to complete the minimum 30 hours of face to face consultation with the novice teacher.
5. to attend the mentor training workshop provided by the Wall Township School District.

The Novice Teacher agrees:

1. to observe the mentor's classes and/or other teachers' classes at least four times.
2. to be open to the feedback provided by the mentor.
3. to seek out the mentor for answers to questions.
4. to maintain open communication with the mentor.

The Supervisor/Administrator agrees:

1. to observe and evaluate the novice teacher.
2. to provide support to both the mentor and novice teacher.
3. not to solicit evaluative comments from the mentor concerning the novice teacher.
4. to allow observation opportunities for both the novice teacher and the mentor.

Mentor _____ Date: ____ / ____ / ____

Novice Teacher _____ Date: ____ / ____ / ____

Supervisor/Principal _____ Date: ____ / ____ / ____

Principal: Please return this form to the Office of Human Resources when completed.

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**Novice Provisional Teacher Mentoring Log
(Maintained by Mentor)**

Instructions:

- **Log each session with your mentee**
- **Submit this log form to the Office of Human Resources on the last working day of each month for the duration of your mentorship**
- **Maintain a copy for your records**

Month: _____ Year: _____ School: _____

Mentor Name: _____ Mentor Signature _____

Principal Signature _____

Total No. of Mentoring Hours This Month: _____

<u>Date</u>	<u>Time</u> From: To:	<u>Description of Activities</u>	<u>Total Time</u>