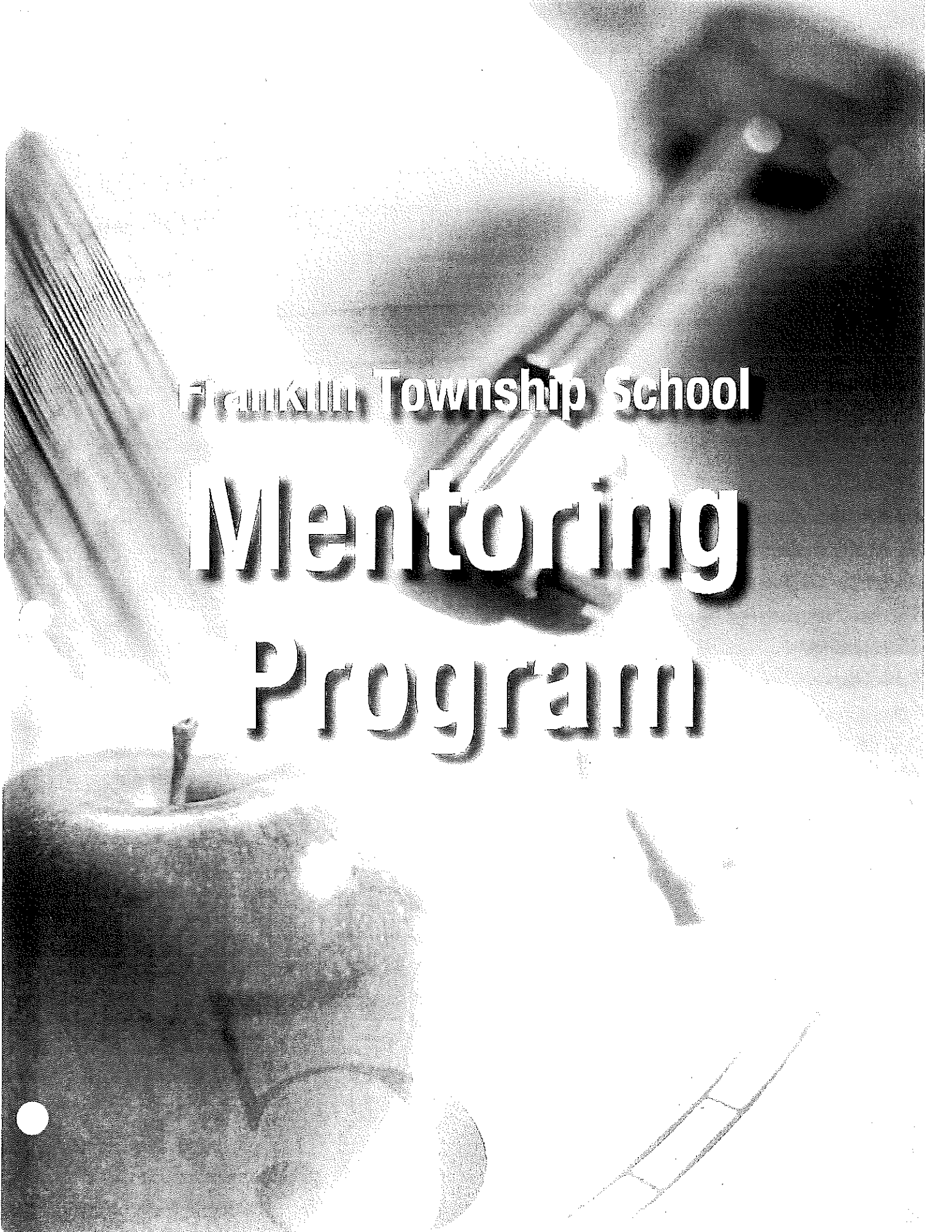


Franklin Township School

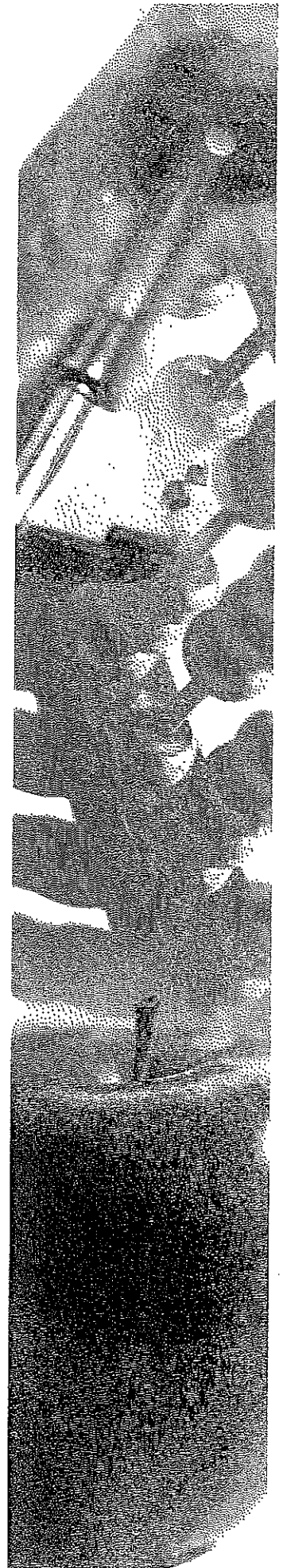
Mentoring

Program



Mentor Checklist of Discussion Topics

<i>Topic</i>	<i>Date Discussed</i>
Welcome To District	_____
Introduction To Other Staff Members	_____
Review Teacher Handbook	_____
Check For Questions/Parent Handbook	_____
Review School Calendar	_____
Discuss Lesson Planning Procedures	_____
Discuss School Discipline Policy & Review	_____
Classroom Discipline Procedures	_____
Discuss Special Procedures:	_____
• Reporting Teacher Student Absenteeism	
• Policies On Personal Days	
• Professional Days	
• Leaves of Absence	
• Workshop Applications	
Back To School Night: Expectations	_____
Parental Correspondence: Expectations	_____
Report Card Schedule	_____
Teacher Evaluation Procedures	_____
Staff Meetings	_____
School expectations for Professional Enrichment	_____
Role Of Teacher In Directing Students To Counselors	_____
Role Of Teacher In Assisting A Child	
Who Has Learning Difficulties	_____
Purpose Of Child Study Team	_____
Purpose Of Special Area Teachers	
& Their Function In The School	_____
Parent Teacher Conferences: Schedule & Procedures	_____
What Are Concerns?	_____
Discuss Successful Experiences	_____





2017-2018 Franklin Township School District New Teacher Mentoring

The Franklin Township Board of Education will provide a comprehensive new-teacher mentoring program that will, at a minimum, include the following elements:

A comprehensive orientation to the district for all new first-year teachers;

4-Weekly minimum mentoring meetings required during the critical first weeks of employment; documented by log.

Monthly mentee/mentor support meetings for novice teachers chaired by school supervisor; documented attendance by log.

Comprehensive training teachers serving as 1-1 mentors at initial school in-service;

All contact time between the 1-1 mentor and the novice provisional teacher shall be documented by log.

All mentor payments to be handled by the district's administrative office;

Chief school administrator (CSA) is responsible for district mentoring plan development and revisions;

Plan to be shared with the district board of education for review of fiscal impacts, and approval;

CSA to submit an annual Statement of Assurance to the Department that the district is meeting the requirements for the mentoring program

The three required formative and summative evaluations of the novice provisional teacher shall align with required observations through Achieve NJ.



Plan Elements

District Name	Superintendent Name	Plan Begin/End Dates
Franklin Township Board of Education	Dr. Carol A. Fredericks	July 1, 2016- June 30, 2017

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Provide Comprehensive Induction to district policies and procedures	All new teachers	Orientation Agenda
2	Provide Individualized teacher supports and activities	All new teachers	Monthly Meeting agendas and notes
3	Provide 1-1 mentoring services	All new teachers	Mentoring meeting log and notes

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Attend Teacher Induction and Orientation	Meet with Supervisor to discuss understanding and explore questions
2	Attend monthly New Teacher Support Meeting	Meet with Supervisor to discuss understanding and explore strategies
3	Meet 1-1 with personal mentor	Meet with Supervisor to monthly to report on progress

3: PD Required by Statute or Regulation

State-mandated PD Activities
Attend Training in Danielson Rubric: On Course tutorials and in-person training

4: Resources and Justification

Resources
On Course software; in-person professional services providers and support personnel
Justification

Superintendent Signature

Date



MENTOR PROGRAM PLAN

Statement of Purpose

Research has shown that teacher quality is an important contributing factor to high student achievement. Research also demonstrates that many novice teachers leave the teaching profession within 1-3 years after entering the profession because they find the challenges of the classroom too great. Providing a rigorous mentoring program for all novice teachers will assure that these teachers receive the collegial support and guidance needed to develop effective teaching strategies in educational practices.

The Franklin Township School District believes that quality mentoring will better prepare the novice teacher to handle the challenges of the classroom during the critical first two years, thereby retaining the majority of those who might otherwise leave the profession.

Improving the quality of the teaching force will directly impact student achievement. The mentoring provided to novice teachers by skilled, committed, and experienced mentor teachers will prepare these newer teachers to provide instruction to students who need to meet Core Curriculum Content Standards and pass rigorous state assessments. Quality mentoring can yield higher student achievement through the development of excellence in teaching. The purpose of this plan is to provide both the mentor and the mentee with an overview of the Franklin Township School District's mentoring program so that both will understand their role and responsibilities in this endeavor.

The legal basis for establishing this mentoring program is found in NJAC6:11-5.1 – NJAC6:11-14.8.

GOALS

As stated in NJAC6:11-14.4, the goals of the Franklin Township Mentoring Plan are:

- A. To enhance teacher knowledge of and strategies related to the Core Curriculum Content Standards in order to facilitate student achievement.
- B. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- C. To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.

SELECTION OF MENTORS

Mentoring a novice teacher is an important task. Therefore, it should only be undertaken by an experienced teacher's own choosing. The Franklin Township School District's Mentor Teacher selection criteria comply with the requirements of NJAC6:11 – 14.5 and are as follows:

1. The teacher is certified, tenured and actively teaching in the District of Franklin Township;
2. The teacher is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship;



3. The teacher has demonstrated exemplary command of content area knowledge and pedagogy with a "Highly Effective" rating according to NJ Achieve criteria;
4. The teacher is experienced and certified in the mentee's subject area. When this is not possible, the teacher is within one grade level or in a closely aligned subject area of the novice teacher;
5. The teacher is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves;
6. The teacher is knowledgeable about the resources and opportunities in the district board of education and is able to act as a referral source to the novice teacher;
7. The teacher may be asked to provide three letters of recommendation from those who are familiar with the mentor teacher applicant's work;
8. The teacher agrees to complete a comprehensive mentor-training program;
9. Mentor teachers receive appropriate training prior to beginning mentoring assignments, and ongoing training if current mentoring practice is continued.

FUNDING

If State funds are available/appropriated for the novice teacher- mentoring program, they shall be used for compensation of mentor teachers and mentor training. If state funds are not available/appropriated, compensation is the sole responsibility of the novice teacher. The mentor teacher shall be compensated in accordance with the agreement between the local bargaining unit and the Board of Education as per state guidelines.

Mentor fee for a traditional route teacher \$ 550.00

Mentor fee for an alternate route teacher \$ (Check DOE for current amount)

Each mentor teacher will take part in training that is meant to enhance the mentoring process. Mentor teachers involved in district training outside of the regular school day will receive an hourly stipend. Additionally, mentor teachers will accrue Professional Development hours in accordance with state guidelines.



CHARACTERISTICS OF EFFECTIVE MENTORS

- 1. The Mentor has the ability to work well with adults.**
- 2. The Mentor is a responsive listener.**
- 3. The Mentor is a role model for active learning.**
- 4. The Mentor is committed to assisting colleagues in their quest for new strategies and techniques.**
- 5. The Mentor is flexible and open to change.**
- 6. The Mentor is able to discuss problems and solutions, offering constructive feedback.**
- 7. The Mentor is a true professional who believes in the value of the profession and impacting the style of a novice teacher.**
- 8. The Mentor has the ability to organize and plan for the educational needs of the students.**
- 9. The Mentor is willing to invest the time needed to meet the professional needs of the novice.**

APPLICATION AND ASSIGNMENT PROCESS

All qualified teachers seeking a mentoring position will:

- 1. Complete the Mentor Teacher Position Application/Intent Form as required by the district posting.**

Professional Development Committee/District SCIP/Mentoring Committee.

Whenever possible, the mentor teacher should be certified in the same field as the novice teacher. Additionally, where possible, the mentor teacher should be teaching the same grade level or when not possible, should be within one grade level of the novice teacher. In all cases, the mentor teacher and the novice teacher will be located in the same school building.

- The mentor will be assigned by the building principal/supervisor from the pool of qualified candidates.**
- As possible, the principal will rotate the mentoring assignments among those teachers who have met the criteria.**



- The building principal/supervisor will assign a mentor teacher to each novice teacher upon his/her hire.
- The building principal/supervisor will facilitate the successful interaction between the mentor and the novice teacher:
 - i. The mentor and the novice teacher classroom should be located near each other.
 - ii. The mentor and the novice teacher should have compatible ideologies about teaching and classroom management.

ELEMENTS OF THE MENTORING PROCESS

Whenever possible, the mentor and the novice teacher will have at least one meeting period per week to confer. This period will not be in lieu of a preparation period or lunch for either of the participants. This time may be used for in-servicing, observation, peer coaching, or meetings between the mentor and the novice teacher.

A mentor will have a maximum of two provisional teachers during a school year. A preference, however, would be a one- on- one mentoring process.

Mentors will accrue professional development hours as per state guidelines.

RESPONSIBILITIES OF THE MENTOR

- The mentor teacher must be willing to be observed within his/her classroom. A mentor teacher may also demonstrate lessons in the novice teacher's classroom.
- The mentor teacher will be required to attend formal training in mentoring and show evidence of other professional development activities.
- The mentor teacher must be available to meet with the novice teacher on a regular basis for support, problem-solving, and informal feedback on successes and concerns.
- The mentor teacher will act as a resource for the educational needs of the novice teacher.
- The mentor teacher must protect the confidentiality of any collaboration and discussion with the novice teacher. The mentor teacher shall not be involved in any evaluations.



- The mentor teacher and the novice teacher will keep a documentation record of observations, peer coaching, and informal meetings. This record will serve as documentation of the mentor's 100-hour requirement.

RESPONSIBILITIES OF THE NOVICE TEACHER

- The novice teacher will keep a journal to share with the mentor. This journal will provide the basis for discussion and problem solving.
- The novice teacher will meet on a regular basis with the mentor for review of classroom practices and management concerns.
- Novice teachers will be involved in district in-service activities.

DISTRICT MENTORING COMMITTEE

The DEAC/SCIP Committee will serve as the mentoring committee. Its role is to develop and administer a mentoring program consistent with the district program as outlined in NJAC6:11-14.4. The committee will facilitate professional development for teachers, mentors, and mentees. In addition, the committee will recommend appropriate orientation for school building administrators and supervisors, and initiate a coordinated, periodic, and annual assessment of the mentoring program.

MENTORING PROGRAM EVALUATION

Each mentor and novice teacher will complete:

- Needs Assessment Questionnaire at the beginning and end of the assignment year and submit it to the Superintendent/Principal or Vice Principal. Each mentor and novice teacher will complete the Franklin Township Mentoring Program
- Concluding Evaluation: by May of the assignment year and submit it to the Local Professional Development/Mentoring Committee.



FRANKLIN TOWNSHIP PUBLIC SCHOOL DISTRICT

MENTOR INTENT FORM

This form indicates your desire to mentor a novice teacher in the Franklin Township School District. Submit the completed form to:

Superintendent, Franklin Township Board of Education

Name _____ Date _____

School _____ Current Assignment _____

Certification(s) _____, _____, _____

Yrs. Teaching _____ Yrs. Teaching _____

Please check all that apply:

- I have been a mentor
- I have been a cooperating teacher

List Dates and Subject or Grade Level:

Your signature indicates that you are aware that successful Mentor applicants will be required to participate in a comprehensive district mentor training program.

All information must be handed in by the dates listed in the district posting.

SIGNATURE

DATE

THIS SECTION TO BE COMPLETED BY Superintendent:

Assignment _____	_____	_____
Novice teacher	grade level/position	date