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| **Camden County Educational Services Commission** |
| **TEACHER INDUCTION AND MENTORING PROGRAM GUIDE** |
| **District Mentoring Committee****BOE Adopted: August 2021****Reviewed and Edited: July 2021**Camden County Educational Services Commission225 White Horse Avenue Clementon, NJ 08021 |

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# BACKGROUND

**State Regulations for District Mentoring Programs**

Effective May 5, 2014, the rules for new teacher mentoring have been amended to better align with the TEACHNJ Act of 2012, to reduce district reporting burdens, and to promote flexibility and accountability for district implementation. Each public school district is still required to implement a system of supports for new teachers. The following comprehensive district mentoring program, as described in state regulation, aims to:

1. Assist first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment;
2. Reduce novice teacher attrition;
3. Improve the effectiveness of new teachers; and
4. Enhance teacher knowledge of, and strategies related to, the New Jersey Core Curriculum Content Standards (CCCS) to facilitate student achievement and growth.

For more information please visit: <http://www.nj.gov/education/profdev/mentor/>

<http://www.state.nj.us/education/profdev/mentor/toolkit/>

**PROGRAM VISION**

The Camden County Educational Services Commission (CCESC) supports the continued improvement of teachers new to the district through its mentoring program. The vision of this program is to connect the new teacher with a veteran teacher upon whom he or she can rely for assistance and guidance. The program provides for a one-year mentoring partnership for teachers new to the field of education or experienced staff new to the district. During this mentoring period, ongoing collaboration will facilitate the growth of the new teacher toward the highest levels of professional practice during his or her first years of teaching in any school(s) serviced by CCESC. The program is also meant to provide support with state policy, as well as district procedures and curriculum.

# CONFIDENTIALITY STATEMENT

It is important that the mentee be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The mentor is not an evaluator of the mentee but, rather, a collaborator with the new teacher. As a result of this confidentiality, the mentor is not expected to share written or verbal information with any evaluator/Administrator (defined as Supervisor, Director, or designee of Superintendent).

# ROLES AND RESPONSIBILITIES

Those serving as mentors will receive training to review the district’s mentoring program and expectations of their role in the induction process. Mentees will receive an initial orientation to the program prior to the start of the school year or within their first month of employment start date. The following information serves to outline the roles of individuals as it relates to the teacher induction mentoring program.

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### Mentees will:

* Play an active role in the mentoring relationship;
* Critically reflect on his/her own practices;
* Observe mentor or another designated teacher in an instructional setting;
* Participate in any programs, meetings, or trainings organized for new teachers (as developed by the Supervisors); and,
* Remain open to feedback in order to develop as a professional.

### Mentors will:

* Participate in district mentor training program (see calendar);
* Ensure a strong start to the year (meet with inductee as outlined under “Mentoring, Hours, Logs, and Compensation”;
* Observe mentee to reinforce instructional practice;
* Provide instructional support;
* Provide professional support;
* Provide personal support;
* Maintain a confidential relationship with the mentee;
* Maintain a comprehensive mentoring log*;*
* Acquire a thorough knowledge of the *Teacher Induction and Mentoring Program Guide*; and,
* Serve as a resource to the mentee.

### Directors/Supervisors will:

* Establish a collegial community;
* Approve schedule of mentee meetings throughout the year;
* Conduct an orientation program for mentors;
* Conduct the summative evaluation of the mentee;
* Notify staff that mentoring positions may be available;
* Oversee the selection of mentors;
* Update and revise the New Teacher Program throughout the year;
* Respect the confidential relationship between the mentee and the mentor; and,
* Provide ongoing professional development;
* Explain the mentoring process to the new faculty during the *New Teacher Orientation*;
* Train all new mentors (see calendar).

### ScIP will:

* Discuss implementation at the school ScIP meetings;
* Make mentoring resources available;
* Establish an annual meeting or more as desired for new teachers and / or their mentors;
* Collect/analyze inductee/mentor surveys;
* Update and revise *Teacher Induction and Mentoring Program Guide;*
* Collaborate with Administration; and,
* Meet with the Superintendent, Director and Supervisors as needed, throughout the school year.

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# PROCESS FOR MENTOR SELECTION AND MATCHING

In May of each year, an Administrator will notify all teaching staff that mentoring positions may be available*.*

By June, any teacher interested in mentoring will notify an Administrator in writing. Administrators and Supervisors will collaborate on the selection of mentors.

The following qualifications will be used in the selection of mentors:

* Mentor has obtained a rating of “effective” or higher on the previous year’s summative evaluation;
* At least three (3) years of teaching experience, with two (2) being completed within five (5) years;
* Participation in mentor training;
* Understands social and workplace norms of the school and community, where appropriate
* Knowledgeable about Commission policies and procedures;
* Willingness to invest time to develop mentoring skills and participate in the program for the duration of the year; and,
* Ability to maintain a confidential relationship.

# LIST OF PAIRING FACTORS

The following factors are helpful in determining a good match of mentors with inductee.

* Teaching/professional experience (when & where)
* Grade level/Content area
* Flexibility of schedule
* Physical proximity of assignments
* Teaching style and philosophy
* Common interests
* Overall personality fit

***Please note:*** *No match is permanent and can be changed at the request of either the mentor or mentee. It should be noted that a mentoring relationship that does not work need not be seen as a failure. The requesting party must contact the program Administrator or their Supervisor to request the change.*

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# MENTOR TRAINING

The CCESC has developed a formal training program based on the following guidelines. The training is managed at the district level and carried out by supervisors/administrators. Prior to beginning instruction, training for new mentors will take place. Training includes an overview of the mentoring program, requirements, and expectations as well as the following:

* Updated information on the district’s teacher evaluation rubric and practice instrument;
* The NJ Professional Standards for Teachers;
* The NJ Core Curriculum Content Standards (NJCCCS) & Common Core State Standards (CCSS);
* Peer observation skills;
* Facilitating adult learning; and,
* Leading reflective conversations about practice.

**PROGRAM CALENDAR**

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| **Mentor Program Calendar** |
| **MAY**  | Supervisors will notify all staff that mentoring positions may be available*.* |
| **JUNE**  | Teachers interested in mentoring will notify, in writing, his/her supervisor |
| **JUNE-AUGUST** | Mentors are selected and notified by supervisors. New teachers are paired with their mentors. |
| **AUGUST - SEPTEMBER** | New Teacher Orientation; Mentor Training  |
| **SEPTEMBER**  | Individual pairs of mentors and new teachers establish a schedule of *on-going* meetings for the upcoming school year. Supervisors establish a schedule of meetings with the new staff for the upcoming school year *(New Teacher Program schedule to be communicated by Supervisors)*. Administrators forward updated list of inductees and mentors for current school year to SCiP. |
| **OCTOBER – NOVEMBER**  | New teacher visits mentor at mentor’s assigned school. |
| **FEBURARY**  | Mentor visits new teacher at inductee’s assigned school.  |
| **MAY**  |  Final logs are submitted (May 20th)  Mentoring Program evaluations are completed on-line in advance. |

# Staff members hired after the first day of school will meet with Supervisors to discuss individual mentoring needs and determine a schedule to satisfy all state requirements. Compliance with above calendar is contingent upon program funding.

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# MENTORING HOURS, LOG & COMPENSATION

As specified in *N.J.A.C.* 6A:9-8(d), individual mentor teachers assigned to work with a novice provisional teacher are now ***required*** to log their mentoring contact time. Additionally, the administrative office of each school district is responsible for overseeing the payment of mentors. Payment may not be conferred directly from mentee to mentor. The mentoring logs are to be sent to the district administrative office and retained there. The mentor must submit a completed *Mentoring Log* form in order to receive compensation.

**Please note:** Mentors may wish to waive their mentor payment by the mentee. If a mentor should choose to do so, please complete the wavier on page 11 of this guide and return to the District office at the start of the mentoring process.

The current mentoring fees are:

* $550 for novice teachers in the provisional teacher program who are hired under a CEAS (certificate of eligibility with advanced standing)
* $1000.00 for novice teachers in the provisional teacher program who are hired under a CE (certificate of eligibility = came through an alternate route program). The rationale is that Alternate Route teachers should receive more intensive support, particularly at the beginning of their assignment.

Mentor and mentee hour and meeting requirements are determined based upon the certification held by the mentee. Please refer to the information below:

* If the teacher holds a standard certification, but is new to the district, he or she must participate in the District’s new teacher program. He or she will also be assigned a peer coach throughout the school year to assist with the transition, which will be based upon level of preparation. Payment is not required.
* If the new teacher is considered a “traditional route teacher” (holds a CEAS):
	+ The mentor and mentee are required to log a minimum of *30 interactions by May 20th*. The mentor and mentee must meet at least once a week for the first *4 weeks of the school year.*
* If the new teacher is considered an “alternate route teacher” (holds a CE):
	+ The mentor and mentee are required to log a minimum of *34 hours by May 20th*. The mentor and mentee must meet at least once a week for the first *8 weeks of the school year.*

If the mentor has any questions about log format or content s/he should discuss any questions with an Administrator. Mentor logs are used to help the mentor committee and the district identify common themes that arise that could be addressed through professional development or other resources. These logs are not used for evaluation purposes and are kept confidential.

In order to be *compensated*, the mentor must submit the completed mentoring log to the Chief Academic Officer by ***the following May***. Payment is in accordance with Board policy.

*All* entries should include the following information:

* Names of mentor/new staff
* Date/time
* Length of meeting
* Topic discussed (Be specific)
* Activity/focus
* Peer Observations (When applicable)

For access to the mentor log, please visit the district website.

### Example Mentor Log

Mentor: Mentee:

Date: Total Hours:

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **Topics Discussed** |
| 1/24/14 | 2:30 – 3:30 | Reviewed schedules to determine best time for meeting. Discussed areas of concern and assessed needs within classrooms. Answered questions related to new IEP software |
| 1/31/14 | 2:20 – 4:00 | Discussed reading strategies to be applied within small group instruction; Whole class versus small group instruction;How can we work on objectives in reading within the classroom? Discussion of reading instruction |
| 2/9/14 | 2:20 – 3:15 | Looked at individual IEPs;Discussed concerns and specific needs of individual students How can these needs be met in the classroom? |
| 2/16/14 | 2:25 – 3:30 | Reviewed behavior charts and programs for specific behavior needs Examined behavior programs used from last yearReviewed Storyface Map; showed the article and discussed strategy |
| 3/2/14 | 2:20 – 3:30 | Shared information regarding MCAS testing Discussed accommodations and amendments for IEP’s |
| 3/16/14 | 2:30 – 3:00 | Continued discussion of specific students and needs during MCAS Looked at books on tape |
| 3/23/14 | 2:30 – 3:30 | Developed strategies for writing and solving math word problems |
| 2/16/14 | 2:25 – 3:30 | Reviewed behavior charts and programs for specific behavior needs Examined behavior programs used from last yearReviewed Storyface Map; showed the article and discussed strategy |
| 3/2/14 | 2:20 – 3:30 | Shared information regarding MCAS testing Discussed accommodations and amendments for IEP’s |

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# NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

Effective May 5, 2014, the New Jersey Professional Standards for Teachers have been updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards aim to:

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

An overview of these changes can be found at: <http://www.state.nj.us/education/profdev/mentor/regoverview.pdf>.

<http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf>

Fundamental Understandings of Standards**:** The following fundamental understandings anchor the content of the standards:

* Teaching and learning are dynamic processes.
* Expertise in teaching develops over time.
* 21st century skills are fundamental.
* The focus must move from teachers teaching to learners learning.
* Assessment literacy is an essential skill.
* A collaborative professional culture improves teaching effectiveness.
* Teachers should embrace a leadership role.

Organization of Standards**:** The standards are organized under four domains:

* **The Learner and Learning**

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

* **Content**

Standard 4: Content Knowledge

Standard 5: Application of Content

* **Instructional Practice**

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

* **Professional Responsibility**

Standard 9: Professional Learning

Standard 10: Leadership and Collaboration

Standard 11: Ethical Practice

**NEW JERSEY DEPARTMENT OF EDUCATION DISTRICT MENTORING PLAN**

**STATEMENT OF ASSURANCE**

**(Completed electronically on NJDOE Homeroom – as part of the SOAPDP)**

**This mentoring plan will be in effect during the school year beginning September 2020.**

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9B-8.4, including, but not limited to, the following:

* **All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.**
* **All non-tenured teachers in their first year of employment receive individualized supports and activities.**
* **All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-one mentor upon beginning their contracted teaching assignment.**
* **All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.**
* **Each mentor teacher holds a teacher certification, has at least three years of experience and has taught full-time for at least two years within the last five years.**
* **The mentor teacher does not serve as their mentee’s direct supervisor nor conduct evaluations of teachers.**
* **Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e)4 regarding summative evaluation ratings.**
* **Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district’s teaching evaluation rubric and practice instrument, the N.J. Professional Standards for Teachers, the Common Core State Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.**
* **The district mentoring plan has been submitted to the district board of education for review of fiscal impact.**
* **The district mentoring plan has been shared with each school improvement panel.**
* **Mentoring time is logged and mentor payments are handled through the district office.**

By signing below, you are attesting to the accuracy of this document.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_**Daniel Del Vecchio**\_\_\_\_\_\_\_\_\_**

*Signature, Chief School Administrator Printed Name*

Camden County Educational Services Commission **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**

*District Name Date*



**Waiver for Mentor Payment**

Mentor Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, the undersigned, voluntarily waive payment for my mentoring services during the current school year.

My signature below indicates that I understand and acknowledge that mentor payment from my mentee is offered to me as part of the mentoring process; however, I choose not to receive payment for my services.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please return the completed form to Mentoring Committee or Commission Directors/Supervisors by the second Wednesday of the new school year.**