

Mentoring Handbook



2019-2020

Nutley Public Schools

Office of Curriculum, Instruction, and Assessment
Local Professional Development Committee
District's School Improvement Panels

Table of Contents

Mentoring Support Team.....	3
Mentoring Rationale/Goals.....	4
Mentoring Requirements.....	5
2019-20 Mentoring Meeting Dates.....	5
ACHIEVE NJ Certificate Process.....	6
Definitions.....	7
Common Mentoring Activities.....	8
Mentor/Mentee Discussion Topics.....	9
Informal Mentor Observations.....	10
Orientation to School Procedures.....	11
Role of the Mentor Teacher.....	12
Responsibility of the Mentor Teacher.....	13
Mentoring Log.....	14

NUTLEY PUBLIC SCHOOLS

Mentoring Support Team

Superintendent of Schools.....Dr. Julie Glazer

Directors of Curriculum, Assessment and Instruction:

Grades PK-5.....Janine Loconsolo

Grades 6-12.....Kent Bania

SciP Members (will be updated 9/19):

Nutley High SchoolJoseph Dwyer

John Walker Middle SchoolChristina Alamo

Lincoln Elementary School.....Kristine McIntyre

Radcliffe Elementary School.....Tiffany Servidio

Spring Garden Elementary School.....Debra Vessichelli

Washington Elementary School.....Dara Moscaritola

Yantacaw Elementary School.....Joshua DeWalt

Principals:

Nutley High SchoolDenis Williams

John Walker Middle SchoolTracy Egan

Lincoln Elementary School.....Lorraine Restel

Radcliffe Elementary School.....Mike Kearney

Spring Garden Elementary School.....Laurie LaGuardia

Washington Elementary School.....Doug Jones

Yantacaw Elementary School.....Frank Francia

Nutley Education Association.....Michele Cristantiello

Administrative Assistant.....Julie Alessio

Rationale

The NJEA *Study of N.J. Teachers Have Left the Profession*, September 2000, indicates that teacher quality is an important, contributing factor to high student achievement.

Research also shows that many novice teachers leave the profession within one to three years after entering the profession because they find the challenges of the classroom too great. Providing a mentoring program for all novice teachers will assure that novice teachers receive the collegial support and guidance needed to develop effective teaching strategies in educational practices.

The Nutley Public School District believes that quality mentoring will better prepare the novice teacher to handle the challenges of the classroom during these initial 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 the novice teacher to provide instruction to students which will in turn enable them to meet the Core Curriculum Content Standards. Quality mentoring can yield higher student achievement through the development of excellence in teaching. With this in mind, the purpose of this manual is to provide both the mentor teacher and mentee with an overview of the Nutley Public School District's mentoring program so that each will understand their role and responsibilities in this vital endeavor. The legal basis for establishing this mentoring program can be found in NJAC 6:11-5.1-NJAC6:11-14.8.

GOALS

As stated in NJAC 6-11-14.4, the goals of the Nutley Mentoring Plan are the following:

- 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 teaching.
- C. To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.

Pursuant to NJAC 6:11-14.8, updated regulations include:

Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
District Implementation & Accountability	Mentoring plan development	Created by Local Professional Development Committee	CSA is responsible for creating the plan and determining implementation logistics
	Mentoring plan approval	<ul style="list-style-type: none"> Initially approved by district board Submitted to executive county superintendent for final approval NJDOE notified of 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	Plan revised every 3 years	<ul style="list-style-type: none"> Plan must be reviewed annually Statement of Assurance must be submitted annually
	School level implementation	Not addressed	<ul style="list-style-type: none"> Plan must be shared with each School Improvement Panel (SciP) SciP oversees implementation at school level
Mentoring Supports for Non-tenured, First-Year Teachers	Experienced teacher new to district	Not addressed	<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 (holding Certificate of Eligibility with Advanced Standing)	30 weeks of 1-1 mentoring	<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, pro-rated 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
	Novice teacher, alternate route (holding Certificate of Eligibility)	34 weeks of 1-1 mentoring with additional supports in first 4 weeks	<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, pro-rated 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

2019-20 Mentoring Meeting Dates (Meetings in JWMS Media Center):

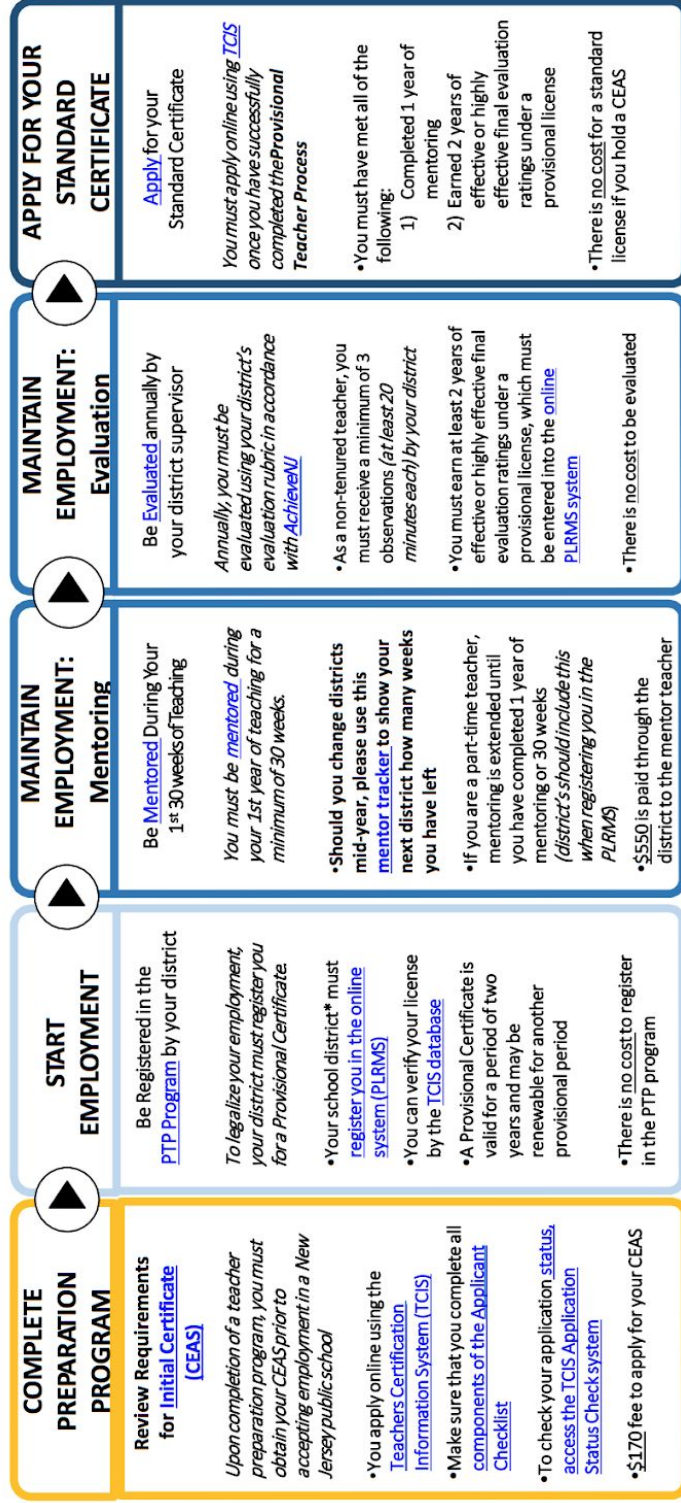
Date/Time:	Agenda:
New Teacher Orientation (8/29-8/21)	Introduce the mentoring as outlines in ACHIEVE NJ, discuss roles, mentoring handbook, certificates
Tuesday, September 3rd/After faculty meeting	Introduction to building
Thursday, September 19th, 3:45-4:45	Planning, Meaningful mentorship.
Thursday, January 9th, 3:45-4:45	Classroom Environment, Instruction
Tuesday, May 14th, 3:345-4:45	Reflection and Closure; documentation.

New Traditional Route Teachers: Certificate of Eligibility with Advanced Standing (CEAS)

How to Obtain your Standard Teaching Certificate

A Guide to the [Provisional Teacher Process \(PTP\)](#)

There are teacher responsibilities and district responsibilities. Unless noted otherwise, the flow chart below are responsibilities of the teacher



*Note that if you change school districts (not schools within a district) during the provisional year and begin teaching in a new school district, a [new provisional certificate will be required](#).

Definitions

The following words and terms, when using the handbook, shall have the following meanings unless the context clearly indicates otherwise:

Alternate route means a non-traditional preparation program.

Mentor teacher means a certified, experienced teacher who is assigned to provide support and guidance to a novice teacher.

Novice teacher means any full-time or part-time teacher who has not completed two years of teaching under a standard state teaching certificate.

Professional Development Committee means the committee established by the Nutley Board of Education and the Nutley Education Association to plan and implement local district professional development programs.

Provisional Teacher Program means the school-based training and evaluation program provided to all novice teachers during their first year of teaching in New Jersey.

Provisional Teaching Year means the amount of full-time teaching under provisional certification required of a first-year teacher before he/she can be approved for a standard teacher certification.

Traditional Route means an approved collegiate teacher preparation program.

Common Mentoring Activities

Before Mentoring Begins

- Mentors receive training in communication, teacher observation and conferencing, and effective instruction skills.
- Mentors and new teachers attend an orientation session covering program expectations, participant responsibilities, and program activities.
- Mentors and new teachers meet in the new teacher's classrooms to talk about practical considerations for the opening of school such as room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week.

During the First Few Months of School

- Mentors and new teachers meet frequently, both formally and informally, to discuss issues of instruction and classroom management.
- Mentors provide emotional support to new teachers.
- Mentors observe new teachers and give feedback.

During the Remaining Months of School

- Mentors and new teachers meet less often.
- New teachers observe in mentor's classrooms.
- Mentors and new teachers review their relationship to determine whether it should continue.

At the End of the School Year

- Mentors and new teachers evaluate the program.
- Mentors and new teachers participate in a recognition ceremony.

Mentor/Mentee Discussion Topics

The following are areas that should be considered for discussion between the mentor and novice teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Lesson plans	Large group instruction
One-to-one instruction	Formal/ Informal classroom assess.
Producing instructional material	Rapport with faculty and staff
Cultural/Ethnic awareness	Cooperative learning
Educational philosophy	Time management
Alternative assessment	Grading procedure
Special events	Classroom safety
Field Trips	Report cards/Progress reports
Professional development (20 hours a year)	Meeting deadlines
ESL or student assistance counselors	Substitute teacher plan
Classroom/Behavior management	Small group instruction
Instructional units/Curriculum	Content area
Emergency Management Procedures	Observing other teachers
Differentiated Learning styles	Telephone/Intercom
Expectations of student achievement	Record keeping
Special needs; special ed, at risk, gifted	Testing procedures
NJ Student Learning Standards	I&RS Team
Development/Assignment of projects	Year-end responsibilities
Confidential information (written/spoken)	
Student Assistance Counselors (SAC)	

Informal Mentor Observations

Observation is an integral part of the mentoring process and is both non-evaluative and non-judgmental

It gives participants the opportunity to learn techniques and strategies that enhance classroom practice. It provides talking points for discussion, problem solving and reflection. Veterans and novices alike find that learning from watching others, a demonstration of effective strategies, is a two-way street.

The following procedures have been designed to make the observation meaningful and relevant:

1. A request must be made to the administrator of your intent to participate in an observation when release time is needed. He/she will set up the observation schedule based on funding, substitute availability, and the specific needs of the participants.
2. Upon completion of the observation, the participants should be provided time to conference and reflect
3. Additional observations are optional and may occur in classrooms of suggested staff members

There are many useful questions that will help teachers reflect on their lessons after an observation has been completed:

1. Was your lesson successful?
2. How did you assess student learning?
3. What would you change next time?
4. How did you differentiate during this lesson?
5. How could you create a more student centered experience next time?
6. Identify how you incorporated a variety of questioning techniques that assist students in using higher level thinking skills?
7. Are you interested in observing a colleague who has mastered an instructional practice or a classroom management strategy you would like to learn?

Orientation to School Procedures for Novice Teachers (for Principals)

1. Suggestions for the first day and week with students
2. Attendance procedures, roll book, and lesson plans
3. Examples of room arrangements and bulletin boards
4. Reading groups and other small group practices and suggestions
5. Office referral forms for nurse, discipline, early dismissal, etc.
6. Suggestions for classroom management
7. Answering questions from parents or
8. Communicating with parents/caregivers
9. Setting up the classroom
10. Procedures for handing out textbooks and other materials
11. Special Education, especially regarding inclusion, and IEPs
12. Faculty and student handbooks
13. Confidential health list
14. Open House
15. Parent conferences and logs
16. Emergency exits and areas to bring students for fire drills, evacuations, etc.
17. Emergence Management (Lockdown/Shelter-in-Place) procedures
18. Field trip guidelines and procedures
19. Student records and confidentiality
20. Grading/assessment procedures
21. Report card procedures/dates

The Role of the Mentor Teacher

Mentor teachers will spend time helping provisional teachers understand the curriculum, the students, the teaching/learning process, and the political and social environment of the school. They will support the new teachers through what is often an isolating experience and introduce them to the notions of cooperative and team approaches to teaching.

The success of a mentoring program depends on the well-defined roles of the mentor.

Role of the Mentor

- To focus on classroom activities, including instructional techniques and curriculum, classroom management, and teacher performance
- To provide emotional support
- To socialize teachers into the school community
- To avoid being evaluative
- To provide confidential support
- To educate the novice teacher about special programs in the school or district

Mentors are required to attend workshops that will enable them to know and be able to do the following:

- Understand the experiences, qualities, and principles they bring to mentoring
- Understand the different roles and responsibilities of mentors for first and second year teachers
- Develop and use collegial communication and feedback strategies
- Develop and use a systematic repertoire of strategies and activities for mentoring
- Understand how to establish a trusting and productive relationship with a mentee colleague
- Work with mentee colleagues on curriculum and assessment planning that meets the NJ Student Learning Standards 0
- Engage in collegial and productive peer coaching with a mentee
- Model and facilitate the use of critical thinking and reflection about teaching and learning
- Model and facilitate the development of democratic classroom practices
- Model and facilitate the development of inclusive classrooms
- Model and facilitate the stewardship of best practices and professionalism

Responsibilities of the Mentor Teacher

1. An initial meeting shall be held between the mentor teacher and the mentee to define their relationship and to come to a mutual understanding of how best to work together. This will be held before the start of the school year, when possible.
2. The mentor will establish a relationship with the mentee that encourages the mentor to ask questions that facilitate the providing of information and support by the mentor.
3. The mentor will assist the mentee in adjusting to and becoming familiar with the school and school's policies and procedures, resources, referral systems, etc.
4. The mentor will visit the mentee teacher's classroom and give appropriate feedback, teaching tips, techniques, and suggestions for classroom management. Visitations are not for the purpose of evaluation but to provide insight and suggestions for improvement. Visitations will focus on areas previously agreed upon in a pre-visit conference.
5. The mentor shall encourage the mentee to take advantage of any resources that would be of benefit. These would include visits to the class of the mentor and other experienced classroom teachers both in and out of the building.
6. All information shared between the mentor and the mentee shall be confidential.
7. The mentor shall confer regularly with the mentee, particularly before and after observing a lesson.

