

**Township of Union Public Schools**  
**Union County**  
**2020-2021 District Mentoring Plan**

## **Purpose and Vision**

Township of Union Public School's mentoring program's purpose is to provide non-tenured teachers, including novice provisional teachers, in his or her first year of employment with an induction to the teaching profession and to the school district community through differentiated supports based on the novice teachers' individual needs to help them become effective education professionals.

The goals of the mentoring program are as follows:

- Enhance teacher knowledge of, and strategies related to, the Common Core State Standards (CCSS) and the New Jersey Core Curriculum Content Standards (NJCCCS) to facilitate student achievement and growth,
- Share and explain pertinent policy and procedure information, including teacher observation and evaluation,
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching, and therefore improving student learning outcomes, and
- Assist and support first-year teachers in the performance of their duties and adjustment to the challenges of teaching.
- Provide on-going monthly support to first-year teachers through a variety of workshops facilitated by administrators and supervisors.

In addition to the above, all novice provisional teachers will be assigned an individual mentor at the beginning of his or her contracted teaching assignment. The following section explains the one-to-one mentor program in detail.

### **Mentor Teacher Responsibilities**

Each novice professional teacher is assigned an individual mentor at the beginning of the contracted teaching assignment.

The mentor teacher provides observation and feedback as well as opportunities for the novice teacher to observe effective teaching practices, as well as gain confidential guidance and support in accordance with the New Jersey Professional Standards for Teachers.

- Mentors also guide the first year teacher in a self-assessment on the Danielson Framework for Teaching Model;
- The one-to-one mentoring includes planned, in person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS over course of the school year, or proportionally longer if the novice professional teacher holds a part-time teaching assignment;
- The mentor teacher and the novice provisional teacher holding a CEAS meet at least once per week for the first four weeks of the teaching assignment;
- The mentor teacher and the novice provisional teacher holding a CE meet at least once per week for the first eight weeks of the teaching assignment; additionally, the one-to-one mentoring shall support the novice teacher in achieving the curricular objective of the formal instructional program in which the novice provisional teacher holding a CE is enrolled; and

- Understands the social and workplace norms of the school district and the community it serves;
- Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and
- Completes a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the schools district's evaluation rubric and practice instrument, Professional Standards for Teachers, Common Core State Standards, classroom observation skills, and leading reflective conversations about teaching practice.

**Appendix A**

- All provisional teachers holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing have a one-to-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 an instructional certificate<sup>5</sup>, 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:9C-5.2(a)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 New Jersey Professional Standards for Teachers, the New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- Mentoring time is logged and mentor payments are handled through the district office.
- 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.

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

\_\_\_\_\_  
Signature, Chief School Administrator or Designee

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
District Name

\_\_\_\_\_  
Date

\_\_\_\_\_

<sup>5</sup> Mentors in nonpublic schools are required to hold a standard New Jersey instructional certificate.



## New Teacher Cohort 2020-2021

*Virtual- Until In-Person Classes resume*

**Once a month (Wednesday)**

**(Register on Frontline)**

		TOPICS	PRESENTERS
<b>September 30</b>	3:30- 4:30 pm	Danielson Model/Rubrics	Ann Hart/ G. Benaquista
<b>October 28</b>	3:30- 4:30 pm	Learning Styles/Tiering a Lesson	TDB
<b>November 18</b>	3:30- 4:30 pm	Getting to Know Your Students/Mindfulness	TDB
<b>January 27</b>	3:30- 4:30 pm	Effective Classroom Management Creating Student Leaders	TDB
<b>February 24</b>	3:30- 4:30 pm	Special Needs and Education (IEPs)	TDB
<b>March 24</b>	3:30- 4:30 pm	Parent and Community Involvement	TDB
<b>April 21</b>	3:30- 4:30 pm	Building Cultural Competency to Improve Instruction and Student Achievement	TDB
<b>May 26</b>	3:30- 4:30 pm	Curriculum (RTI)	TDB