



Middle Township Public Schools

Mentoring Plan Provisional Teacher Protocol 2024-2025



Provisional Teacher Induction Protocol 2024-2025

NEEDS ASSESSMENT FOR A MENTORING PROGRAM

Rationale:

While education programs and most colleges and universities provide practicing teachers with experiences that are designed to help them acclimate to the real classroom environment, it is incumbent upon districts to provide additional supports to novice educators. The objective of establishing a provisional teacher induction protocol is to provision for the success of novice teachers in their assignments, which will ultimately be demonstrated by the academic achievement of their students. Further, it is equally important to provide mentoring and professional development that will foster growth and assist novice teachers in their transition into effective classroom instructors.

Procedure:

1. Upon approval of hire and prior to the beginning of the contracted teaching assignment, the Personnel Office will identify candidates with CEAS, CE, and standard certificates. This list will be provided to the mentoring administrator.
2. Mentor identification and approval process:
 - Once approved by building administrators, mentors will be placed on the BOE agenda, prior to the beginning of the novice teacher's contracted teaching assignment.
 - A list of trained mentors is on file in the Admin Office.
 - Wherever possible, the teacher mentor should be certified in the same field as the provisional teacher. Additionally, where possible, the teacher mentor should be teaching the same grade level or, when not possible, should be within one grade level of the novice teacher. The teacher mentor should be located within the same building. If the above criteria cannot be met within the same building, the teacher mentor may be selected from another building and an instructional buddy should be assigned within the building.
3. A new hires must participate in an induction program that includes
 - Training on the Focused Marzano Model.
 - District policies and procedures.

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MENTORING DURATION REQUIREMENTS

- District boards of education must provide one-to-one mentoring support to provisional teachers for the first year of their employment, which is defined as a minimum of thirty (30) weeks.
- The mentor teacher and the provisional teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once per week for the first four weeks of the teaching assignment.
- The mentor teacher and the provisional teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.

All visits and support do not have to be physical meetings. Electronic means may be utilized including FaceTime, Google/Zoom, emails, and journals.

Payment authorization will take place with the Business Office.

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The goals of the Middle Township Public Schools Provisional Teacher Induction Protocol for Quality Teacher Induction Program are:

- To assign a highly qualified mentor teacher.
- To provide the assistance necessary to reduce the problems known to be common to beginning teachers.
- To support development of the knowledge and the skills needed by novice teachers to be successful in their initial teaching positions.
- To integrate provisional teachers into the culture of the school, the district and the community.
- To provide an opportunity for provisional teachers to analyze and reflect on their teaching with assistance from support teachers and staff developers.
- To initiate and build a foundation with provisional teachers for the continued study of teaching.

The objectives of the induction process are designed to assure the realization of our program goal- helping the provisional teacher make the transition from theory to practice- assisting with the adaptation to the demands of the new environment and to function effectively in the system. Middle Township Public Schools also seeks to achieve the following using the Provisional Teacher Induction Protocol:

- To provide information regarding available resources both human and material, policies and procedures of the district.
- To provide information regarding available resources both human and material, policies and procedures unique to the building assignment.
- To develop further understanding of effective classroom techniques and procedures- classroom management and delivery skills and the teaching strategies reconciled with those set forth in the college scene.
- To develop an understanding of curriculum program expectations- familiarization with subject content, skills, and concepts to be taught time elements to be devoted to subjects, and alternative activities to facilitate learning.

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- To develop an understanding of the systems of evaluation reporting to children, reporting to parents, standard classroom means of evaluating process, and standardized testing programs.
- To develop an understanding of the systems used to monitor instruction. The type of supervision and the means to evaluate teachers' district and state observation and evaluation forms.
- To develop an awareness of alternative programs, their purpose and objectives, their availability, and the process of referrals- children deemed exceptional and a typical and children needing support help of a temporary nature.

QUALITIES OF EFFECTIVE MENTORS

The criteria for selection of effective mentors may be organized into four general categories: character, professional competence and experience, communication skills, and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors.

All mentors are required to attend all training meetings.

Character

- Be willing to serve as a role model for other teachers.
- Exhibits strong commitment to the teaching profession. Believes mentoring improves instructional practice. Willingness to advocate on behalf of colleagues.
- Willing to receive training to improve mentoring skills. Demonstrates a commitment to lifelong learning.
- Is reflective and able to learn from mistakes. Exhibits good humor and resourcefulness. Enjoys new challenges and solving problems.

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Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher.
- Has an effective or highly effective summative rating from the prior.
- Has excellent knowledge of pedagogy and subject matter. Has confidence in his/her own instructional skills.
- Feels comfortable being observed by other teachers.
Maintains a network of professional contacts.
- Understands the policies and procedures of the school, district, and teachers' association Is a meticulous observer of classroom practice.
- Collaborates well with other teachers and administrators. Is willing to learn new teaching strategies from the novice.
- Has three (3) years' experience with at least one year in the district.
Tenure acquisition is highly preferred.

Communication Skills

- Is able to articulate effective instructional strategies. Listens attentively.
- Asks questions that prompt reflection and understanding.
- Offers critiques in positive and productive ways.
- Is efficient with the use of time.
- Uses Email effectively.
- **Is discreet and maintains confidentiality.**

Interpersonal Skills

- Is able to maintain a trusting professional relationship.
- Knows how to express care for a protégé's emotional and professional needs.
- Works well with individuals from different cultures.
- Is approachable; easily establishes rapport with others and is patient.

Source: National Foundation for the Improvement of Education (2010).

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The Mentor will support the Provisional Teacher Induction Program by:

- Attend all scheduled mentor trainings.
- Devote time before school, after school, or during free time within the school day to meet with the novice teacher.
- Meet weekly to discuss the new teacher's questions, needs, and experiences, except during district-mandated assessment weeks and approved school closings.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching techniques (this may include demonstration lessons).
- Visit the novice teacher's classroom for the purpose of non-evaluative observation and the provision of feedback, coaching, and support.
- Be accessible for informal support, consultation, and orientation of the novice teacher about district and school policies, procedures, and expectations.
- Keep a weekly log of times and dates of all contacts with the novice teacher using the district form. The mentor and novice teacher must sign each entry. The completed signed log must be submitted to Denise Coulter, Secretary to the Director of Curriculum and Instruction, Dr. Toni Lehman.

The Novice Teacher Agrees To:

- Attend all scheduled mentor/novice sessions and district-led novice teacher trainings.
- Maintain ongoing lesson plans following district format and documenting the NJSLS.
- Invite mentors into the classroom for peer observations.
- Obtain ongoing support and reflect on classroom practices aligned with the New Jersey Standards for teachers.
- Maintain confidentiality for all mentor-novice activities and discussions.
- Contribute to ongoing program evaluation.
- Help mentee develop a Professional Development Plan within 30 days of hire.
- Ask questions, listen, participate in discussions, and read professional journals and articles.
- Receive constructive feedback from the mentor, school leaders, and other content experts.
- Seek help!

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Suggested Discussion Topics for Teacher, Mentors, and Novice Teachers

Lesson Plans and Common Planning Time	Individualizing Instruction
Curriculum Development (units)	Large Group Instruction
Developing rapport with parents/students	Assessment
Fire Drill/Emergency Procedures	Differentiation
Department of Child Protection and Permanency	Student Intervention
Student Referral Procedures	Rapport with Staff
Finding Instructional Materials	Common Core Standards
Student Achievement	Classroom Management
Time Management	Report Cards
Technology Integration	Peer Observations
Student portfolios and Conferences	Field Trips
Evaluations/Observations	Assessment Procedures
Confidential Information/Documents	PowerSchool
Classroom Set-Up	Privacy (Telephone, Computer)
Professional Development	Professional Obligations
Sexual Harassment	Procedures for Absences
SGOs and SGPs	Creating the Daily Schedule and routine