

AUDUBON PUBLIC SCHOOLS

Mentoring Handbook for The Novice or First Year Teacher & Mentor

2015-2016

Approved by the Audubon Board of Education on June 24, 2015

STATEMENT OF PURPOSE

The Audubon Public School District is committed to providing the support and training that our new colleagues deserve in the first years in their chosen profession. We believe that a structured mentoring program will facilitate the development of a collaborative and reflective relationship between the novice teacher and the veteran teacher that will encourage content mastery and deepen the understanding of pedagogical skills.

GOALS

As supported by NJAC 6A:9-8.4(b), the goals of the Audubon Public Schools Mentoring Plan are the following:

- To enhance teacher knowledge of and strategies related to the NJ Core Curriculum Content and the Common Core Standards in order to facilitate student achievement and growth
- To identify and support exemplary instructional practices necessary to acquire and maintain excellence in teaching and student centered learning
- To encourage the formulation and successful implementation of rigorous student growth objectives
- To assist novice and first year teachers in the performance of their duties
- To clarify and review the Danielson Framework for Effective Teaching and the Excellent Educators for NJ Teacher Evaluation process

Professional Learning

- The district will provide novice and first year teachers with an intensive and comprehensive orientation followed by opportunities to join professional learning communities, collaborations and workshops.
- Resources related to the Common Core Standards, PARCC, Evaluation and ASD Curriculum can be located on the ASD Staff Site.
- Professional Learning Standards and related resources are available for viewing here:

<http://www.nj.gov/education/profdev/profstand/teacherstandardscrosswalk.pdf>

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

- All novice and first year teachers will receive the benefit of a comprehensive mentoring culture. The novice and first year teachers in our district are comfortable to ask a question or seek assistance from any teacher or administrator.
- All novice and first year teachers will be invited to attend monthly support sessions, facilitated by an effective or highly effective staff member.

AUDUBON PUBLIC SCHOOLS

Mentoring Support Team

Superintendent of Schools..... Steven Crispin

Principal, Haviland Avenue School.....Dr. Carleene Slowik

Principal, Mansion Avenue School..... Bonnie Smeltzer

Principal, High School.....J. Robert Buchs

Director of Special ServicesJeanne Kernoschak

Coordinator of Data and Testing.....Patricia Martel

Supervisor of Curriculum and Instruction.....Anna Muessig

New Teacher Support.....Anna Muessig

HAS RTI Coordinator.....Jane Byrne

MAS RTI Coordinator.....Lisa McGilloway

HAS ScIP Teacher.....Kim Felix

MAS ScIP Teacher.....Jen Beebe

HS ScIP Teacher.....TBD

President, Audubon Education AssociationBetsy Kirkbride

BENEFITS

THE NOVICE TEACHER:

- Receives emotional support
- Develops highly effective teaching performance and promotes student centered learning
- Engages in professional learning experiences that enhance utilization of effective strategies and techniques
- Chooses to remain in the teaching profession

THE MENTOR TEACHER:

- Becomes a more reflective practitioner
- Is able to model and encourage highly effective instructional practice
- Retains and demonstrates enthusiasm and motivation for teaching
- Is able to provide emotional support
- Functions as a teacher leader
- Is recognized for contributing to the professional growth of themselves and others

THE STUDENT:

- Benefits from the experience of the veteran teacher
- Experiences the enthusiasm, fresh eyes and energy of the novice or first year teacher
- Receives instruction that is based on the most recent research and best practices
- Evolves in an environment that models collaboration, collegiality and life-long learning

THE ADMINISTRATOR:

- Supports efforts to improve teacher quality and effectiveness
- Encourages teacher leadership
- Hires and retains the “best and brightest” teachers for the school
- Builds a feeling of collaboration within the school that encourages collegial problem solving
- Promotes professional growth
- Identifies and resolves the challenges faced by new teachers

THE SCHOOL DISTRICT:

- Hires and retains highly qualified teachers
- Assists new teachers in all aspects of their first year experience
- Fosters cohesive schools that promote teacher professional training through learning communities

ROLES AND RESPONSIBILITIES

SUPERINTENDENT:

- Develops, reviews and submits ASD Mentoring Plan annually
- Shares the plan with the ScIPs
- Completes and submits an SOA that the ASD Mentoring Plan meets all of the requirements as listed in the regulations

PRINCIPAL/SUPERVISOR:

- Selects a mentor for each novice teacher, and where applicable for each first year teacher, and provides a list of all partnerships to the Superintendent
- Serves as a facilitator for and monitors mentoring activities through ScIP
- Reviews the Mentoring Plan with all partnerships through ScIP
- Observes and evaluates new teachers according to state and district requirements

MENTOR TEACHER:

- Serves as a trusted professional role model in both professional and classroom practice and rates effective or highly effective
- Meets with the novice teacher, one on one, as mandated and provides appropriate feedback after a non-evaluative observation or visitation
- Maintains a log of all meetings, observations and training sessions
- Provides assistance in writing an individual goal and reviews expectations concerning district and building level goals
- Provides a variety of resources to help the novice or first year teacher build a repertoire of effective strategies and techniques
- Provides assistance in writing Student Growth Objectives
- Completes the following mandated training:
ASD evaluation and practice instrument, NJ Professional Standards for Teachers, NJ Core Content and Common Core Standards, Classroom observation skills, Facilitation of adult learning, Leads reflective conversation about instruction
- Participates in site-based mentoring meetings

NOVICE AND FIRST YEAR TEACHER:

- Expands the knowledge, skills, and attitudes necessary for optimal student centered learning through PLCs, workshops, observations and independent study
- Reviews and fulfills the required hours of professional learning for the district, building and individual level goals
- Collaborates with the mentor and supervisor to create an individual goal
- Observes the mentor and reflects on what was learned
- Allows mentor to observe instruction and accepts and implements appropriate suggestions in a professional manner
- Consults with the mentor, supervisor and/or data coordinator, as needed, to create and evaluate assessments for Student Growth Objectives
- Novice teachers will compensate mentors as per state regulations and AEA contract

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?

DISTRICT OBSERVATIONS AND EVALUATION

First-year teachers and all non-tenured teachers who have received their Certificate of Eligibility with Advanced Standing (Traditional Route) or their Certificate of Eligibility (Alternate Route) will be observed five times per year. The State of New Jersey requires all holders of provisional certificates to be evaluated at the end of the tenth week, the twentieth week, and the thirtieth week. The Danielson Framework for Effective Teaching will be the foundation for all observations and evaluations.

Observation:

Observation by trained evaluators is an important aspect of the teaching and learning process. There are several areas that will be assessed that will give your supervisor a picture of your strengths and areas that might need improvement. These areas are called domains:

Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Evaluation and Professional Learning Plan:

All staff members will be involved in a formal summative evaluation at the end of the school year. This evaluation will look at the job performance of the individual based on formal and informal observations by the administrative team. You will be fully aware of the areas in which you and your supervisor determine professional learning will either improve or enhance your instruction. Professional learning may be suggested at any time during the year.

PROFESSIONAL LEARNING OPPORTUNITIES

The Audubon Public School District is committed to providing staff members with professional learning opportunities and activities that are relevant to their professional responsibilities. All staff is notified of upcoming professional development opportunities within the district.

Professional Learning Hours (PLH):

All AEA staff must 20 professional learning hours for their participation in approved professional learning activities, as follows: District Goal: 10 Hours; Building Goal: 5 Hours; Individual Goal: 5 Hours. The District and Building Goals will be reviewed during orientation. The new or novice teacher will develop one individual goal under the guidance of their supervisor and mentor within 30 days of the start of school. Part Time teachers must accrue a prorated amount of hours in each category.

Each district has a District Professional Learning Committee that is under the auspices of the Superintendent. Building Level School Improvement Panels (SciPs) are under the auspices of the Principal. The district committee is responsible for district level PL, while the SciP teachers work with their principals to plan specific PL for their buildings.