

Local Mentor Plan

2011 - 2014

High Point Regional High School District

*299 Pidgeon Hill Road
Sussex, New Jersey 07461*

www.hpregional.org

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LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

DISTRICT PROFILE SHEET

Name of District: HIGH POINT REGIONAL

District Code: 2165

County Code: 37

District Address: 299 Pidgeon Hill Road
Sussex, NJ 07461

Chief School Administrator: John W. Hannum, Ed. D.

Mentoring Program Contacts: Denise Wilson
Amy Librizzi

Mentoring Program Contact Phone: 973-875-3101

Mentoring Program Contacts E-mail: dwilson@hpregonal.org
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Type of District (check one): ___ K-5 ___ K-6 ___ K-12 ___ 7-12 X 9-12

LPDC Sign-Off Sheet

District: High Point Regional Code: 2165
County: Sussex Code: 37

District BOE Approval and Comment Form

Section 2

NEEDS ASSESSMENT

Needs of the High Point District Mentoring Program:

1. The program will enhance teacher knowledge of, and strategies related to, the New Jersey Core Curriculum Content Standards in order to facilitate student achievement.
2. The program will identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
3. The program will assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.
4. The program will align with the New Jersey Professional Standards for teachers and to the district goals for professional development.

All novice teachers participate in three and one half days of professional development per year during district in-service days.

Section 3

VISION AND GOALS OF THE MENTOR/NOVICE TEACHER PROGRAM

The High Point Regional School District has as its goal to prepare, support and guide new staff at High Point Regional professionally, academically, socially, and emotionally. We believe this is important in order to maintain quality teaching, a high level of morale, and a good rapport with the students and community. The High Point Vision Statement purpose is embedded in the foundation of our goals:

High Point Regional High School, in partnership with staff, family and community, is dedicated to the quest for individual excellence. By fostering high standards of achievement, we prepare students to become responsible and productive members of a diverse society.

Section 4

APPLICATION PROCESS FOR SELECTING MENTOR TEACHERS

1. Mentor positions are advertised and filled based upon academic need first, and then the availability of trained mentors.
2. Prospective Mentors are to submit an application, which is included at the end of this document, to the principal.
3. Prospective Mentors are to complete a required district-sponsored, professional development, comprehensive training program (TNT - Teaching New Teachers).
4. The mentor selection process is determined by the Principal and may include input from the department chairperson, colleagues, TNT coordinators, the Superintendent, and other district administrators.

CRITERIA FOR MENTOR TEACHER SELECTION

The mentor teacher must possess a standard teaching certificate, be a district tenured teacher, and not hold a district supervisor position. Selection criteria also includes successful teaching/school service, resourcefulness, trustworthiness, approachability, effective communication skills, adaptability, knowledge in the field, a non-judgmental nature, collegiality, commitment, and a good sense of humor. The tenured teacher mentor and the novice teacher relationship is kept confidential. Mentors who have successfully completed their role will receive 40 hours toward the professional development requirement after the mentor program coordinators have submitted proof of completion to the Curriculum Office secretary for approval by the Director of Curriculum and Instruction.

PROVISIONS FOR COMPREHENSIVE MENTOR TRAINING

All mentors selected must complete a professional development workshop prior to the start of the new school year. The workshop, Teaching New Teachers, is based on the research of India J. Podsen and Vicki M. Penmark, Coaching and Mentoring First Year & Student Teachers. Expectations for Mentors of Alternate Route Teachers and Traditional Route Teachers are highlighted, as well as the schedule for required monthly mentor/protégée meetings, documentation through the utilization of the Mentor/Protégée Contact Log, and state requirements for mentoring Alternate Route and Traditional Route new teachers. The mentor training is based on the approved Local District Mentor Plan. Our district Mentor Plan is in compliance with the state requirement for the 20 day mentoring of alternate route teachers.

Section 5

IDENTIFICATION OF MENTOR TEACHER RESPONSIBILITIES

1. Mentors of Alternate Route and Traditional Route candidates will perform their duties according to New Jersey State requirements (N.J.A.C. 6:11-14).
2. Mentors will meet at the direction of the TNT Coordinators, the Director of Curriculum and Instruction or the Principal to provide information concerning progress of the program to date.
3. Expectations of Mentors include:
 - ◆ maintaining records of mentor/novice teacher information in accordance with state standards;
 - ◆ providing a schedule of their teaching duties to the novice teacher and arranging informal classroom observations;
 - ◆ arranging and conducting formal visit(s) to the mentor teacher's classroom;
 - ◆ communicating with the novice teacher in a confidential, non-judgmental and non-evaluative manner;
 - ◆ aiding the novice teacher in making a smooth transition to High Point Regional High School;
 - ◆ acting as a resource for classroom and procedural issues and providing support and encouragement on a regular basis;
 - ◆ completing an end-of-the-year survey;
 - ◆ communicating with the TNT coordinators on a monthly basis and/or the department chairpersons and the Principal as determined by the TNT coordinators.

Section 6

PROFESSIONAL LEARNING COMPONENTS FOR MENTORS

1. TNT trainers provide professional learning workshops for new mentors. This may include classroom management techniques, preparing lessons plans, etc.
2. Mentors are experts in the subject matter they teach, are skilled in human growth and development, provide the opportunity for diverse learning experiences, are skilled in instructional planning and in teaching strategies, provide examples of authentic assessments, assist in the development of a safe learning environment conducive to learning, address the special needs of students, consistently and effectively communicate with the protégée, offer the opportunity for professional collaboration and educational partnerships, and assist in determining/developing/conducting appropriate professional development as needed.
3. Mentors and novice teachers are matched based on a questionnaire completed prior to the start of the new school year.
4. Regular meetings are held to measure progress, discuss issues relevant to the novice teachers and mentors, and to report on progress made.
5. Observations and evaluations of the novice teacher shall be completed in accordance with N.J.A.C. 6:11 - 5.4 by the Principal.
6. Participation in the second year of mentoring by the mentor continues to be optional. Novice teachers, however, continue to participate in the second year of the TNT program activities.
7. A Professional Development requirement, which is aligned with the observation process, will be implemented.

Section 7

PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

1. Novice teachers participate in each district sponsored Inservice day each year. This equals 19.5 hours per year in sustained, relevant, professional development consisting of refinement of knowledge of the subject matter, to meet district training requirements, or to meet the needs of the teachers. These opportunities are held on campus.
2. Novice teachers are given the opportunity to attend off campus training at the direction of the department chairperson, the building principal, and/or the director of curriculum and instruction.
3. Novice teachers meet with their department colleagues at regular, monthly meetings under the direction of the department chairperson. Collaboration and communication within the subject departments as well as cross-curricular activities should occur at that level.
4. Novice teachers meet monthly with their TNT facilitators and their novice colleagues to attend professional development, identify and share instructional planning techniques and instructional strategies, identify alternative assessments, to discuss meeting the needs of specialized populations, and to share common areas of concern to the teachers.
5. Plan for the 20-day clinical experience (for non-New Pathways program participants).

The supervisor of secondary instruction and the TNT Facilitators complete the state required paperwork and develop a plan for the Alternate Route Teacher ensuring positive support during the mentoring process. The mentoring teacher, the TNT coordinators, the supervisor of secondary instruction, or a department teacher accompany the novice teacher in their classroom for each lesson during the 20 days. New Teacher Orientation is held during the summer for 3 days. A total of 18 hours is spent in pre-service orientation activities.

Section 7 (continued)
PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

The ninety hour requirement in the first twenty days of mentoring is met through:

- Four weeks of intensive mentoring support for alternate route teachers, with a total of at least 72 hours completed over the four weeks averaging 3.2 hours per day spent in activities including observing their mentor, being observed by their mentor, or teaching with and/or observing an experienced teacher in their department.
- At least two meetings with the TNT program facilitators are conducted in the first twenty days. Novice Teachers spend two hours of time in collaboration with their peers during these meetings.

Section 8

ACTION PLAN FOR IMPROVEMENT OF THE MENTOR PLAN

1. Review the accomplishments of the 2008-2011 Local Mentor Plan – May 2011.
2. Revise actions according to the plan to meet the state, district, and building needs-June 2011.
3. Implementation of the Plan-August 2011.
4. Conduct TNT Mentor Training for new mentors-August 2011, as needed.
5. Conduct 3 day novice teacher orientation-August 2011, as needed.
6. Assign new teacher to a mentor-August 2011, as needed.
7. Begin series of meetings with novice teachers, to be held at least monthly; this will apply to all mentees during the term of the three year mentor plan-September 2011-June 2014.
8. Begin series of professional development activities September 2011 and continuing to June 2014.
9. Begin series of weekly in person contact hours, of at least one hour per week, between the novice teacher and the mentor starting September and continuing to June 2014.
10. TNT facilitators to communicate with the supervisor of secondary instruction, principal and novice teachers regarding issues and additional support needed-September 2011 and continuing to June 2014.
11. TNT facilitators to prepare summary of TNT program to be submitted to building principal regarding program accomplishments, areas needing additional support, and identifying items needed for accomplishment of the plan in year 2011,12,13-June 2014.

Section 9

RESOURCE OPTIONS USED

Consideration of Collaborative Arrangements with Colleges and Universities or other Agencies

Our TNT Trainers are district staff who have received facilitator training in the mentoring program. They attend professional development to enhance their skills, identify and recommend teaching and learning “Best Practices,” and research local institutions for additional skills mentors will need to perform effectively in their role. Whenever available, colleges and universities provide resources to the mentoring program. Representatives of the Local Professional Development Committee may attend learning opportunities offered to assist in writing the Local Mentor Plan, such as the state sponsored New Jersey Mentoring for Quality Induction Technical Assistance Workshop.

Section 10

FUNDING RESOURCES: USE OF STATE FUNDS

1. Local and grant funds may be used to support the TNT Workshops, TNT Facilitator Training, and acquisition of program supplies. Second year TNT mentors are volunteers, as there are no state or local funds to underwrite the program. Second year novice teachers, however, will continue to participate in the TNT program.
4. Novice teachers must pay the entire mentoring stipend. The mentor stipend is a certification requirement for all novice teachers. Mentoring stipend for traditional route teachers is \$550 for 30 weeks of mentoring; mentoring stipend for alternate route teachers is \$450 for the 20-day clinical experience **and** \$550 for the remaining 30 weeks of mentoring.

Section 11

PROGRAM EVALUATION

Assessment of Mentor Program

The Local Professional Development Committee and the TNT trainers review progress of the prior year's mentor plan and recommend continuation or program improvements based on end of the year survey results. Input obtained from the supervisor of secondary instruction and the Principal is also reviewed and new initiatives are added to meet the needs of the school, the participants, and the state requirements.

Mentor Application and Assignment

Part A: Mentor Teacher Application Form

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a beginning teacher.

Name: _____

Social Security #: _____

Subject/Grade Level: _____

1. Why do you want to be a mentor? What abilities and experiences do you bring to the process of mentoring beginning teachers?

2. How are you keeping current professionally?

3. List month and year of your mentor training. _____

I have read, I understand, and I agree to the terms and conditions of the Local Mentor Plan for the 2011-2014 school years.

Teacher's Signature: _____

Date: _____

Part B: Mentor/Novice Teacher Assignment

I have assigned _____

(mentor teacher)

to _____, department/position _____,

(novice teacher)

a traditional/alternate route, first/second year teacher for the current school year.

Signature of Principal

Date