



MENTOR PROGRAM PLAN

2023-2024

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Statement of Purpose

Research has shown that teacher quality is an important contributing factor to high student achievement. Providing a rigorous mentoring program for all novice teachers will assure that these teachers receive the collegial support and guidance needed to develop effective teaching strategies in educational practices.

The West New York School District believes that quality mentoring will better prepare the novice teacher to handle the challenges of the classroom during their first school year, 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 these newer teachers to provide instruction to students who need to meet the NJ Student Learning Standards and pass rigorous state assessments. Quality mentoring can yield higher student achievement through the development of excellence in teaching. The purpose of this plan is to provide both the mentor and the mentee with an overview of the West New York School District's mentoring program so that both will understand their role and responsibilities in this endeavor. The legal basis for establishing this mentoring program is found in NJAC6A:9-8.4.

GOALS

The West New York District Mentoring Program aims to create a collaborative and supportive professional learning community that empowers teachers to create an environment that promotes intellectual challenge, creativity, social and emotional growth, and the healthy physical development of each student. As stated in NJAC6A:9-8.4, the goals of the West New York Mentoring Plan are:

A: To enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards requirements in order to facilitate student achievement.

B: To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.

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

SELECTION OF MENTORS

Mentoring a novice teacher is an important task. Therefore, it should only be undertaken by an experienced teacher. The West New York School District's Mentor Teacher selection criteria comply with the requirements of NJAC6A:9-8.4 are as follows:

1. The teacher is certified, tenured and actively teaching in the district of West New York;
2. Earned a summative rating of Effective or Highly Effective on most recent summative evaluation
3. The teacher is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship;
4. The teacher has demonstrated exemplary command of content area knowledge and pedagogy;
5. The teacher is experienced and certified in the mentee's subject area.
When this is not possible, the teacher is within one grade level or in a closely aligned subject area of the novice teacher;
6. The teacher is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves;

7. The teacher is knowledgeable about the resources and opportunities in the district board of education and is able to act as a referral source to the novice teacher;
8. The teacher provides two letters of recommendation from those who are familiar with the mentor teacher applicant's work;
9. The teacher agrees to complete a comprehensive mentor-training program;
10. Mentor teachers receive appropriate training prior to beginning mentoring assignments and ongoing training if current mentoring practice is continued.

FUNDING

If State funds are appropriated for the novice teacher mentoring program, they shall be used for compensation of mentor teachers and mentor training. If state funds are not appropriated, compensation is the sole responsibility of the novice teacher. The mentor teacher shall be compensated in accordance with the agreement between the local bargaining unit and the Board of Education as per state guidelines. Mentor teachers are compensated at the following rates for the 10-month obligation.

- Mentor for a standard certificate teacher (CEAS) \$550.00
- Mentor for an alternate route teacher (CE) \$1,000.00

Each mentor teacher will take part in training that is meant to enhance the mentoring process. Mentor teachers will accrue Professional Development hours in accordance with state guidelines.

CHARACTERISTICS OF EFFECTIVE MENTORS

1. The Mentor has the ability to work well with adults.
2. The Mentor is a responsive listener.
3. The Mentor is a role model for active learning.
4. The Mentor is committed to assisting colleagues in their quest for new strategies and techniques.
5. The Mentor is flexible and open to change.
6. The Mentor is able to discuss problems and solutions, offering constructive feedback.
7. The Mentor is a true professional who believes in the value of the profession and impacting the style of a novice teacher.
8. The Mentor has the ability to organize and plan for the educational needs of the students.
9. The Mentor is willing to invest the time needed to meet the professional needs of the novice.
10. The Mentor shares information with novice teachers related to school and district procedures, guidelines and expectations.

APPLICATION AND ASSIGNMENT PROCESS

All qualified teachers seeking a mentoring position will:

1. Complete the Mentor Teacher Position Application as required by the district.
2. Submit a Mentor Teacher Application Form and 2 letters of recommendation to Anastasia Olivero, Assistant Superintendent Of Curriculum.

Whenever possible, the mentor teacher should be certified in the same field as the novice teacher. Additionally, where possible, the mentor teacher should be teaching the same grade level or when not possible, should be within one grade level of the novice teacher. In all cases, the mentor teacher and the novice teacher will be located in the same school building.

- The mentor will be assigned by the building principal/supervisor from the pool of qualified candidates.
- The principal will rotate the mentoring assignments among those teachers who have met the criteria.
- The building principal/supervisor will assign a mentor teacher to each novice teacher upon his/her hire.
- The building principal/supervisor will facilitate the successful interaction between the mentor and the novice teacher:
- A mentor will have a maximum of two provisional teachers during a school year. A preference, however, would be a one on one mentoring process.

RESPONSIBILITIES OF THE MENTOR

- Mentors must keep logs of contact time with mentees and submit logs to the Superintendent's Office on time.
- The mentor teacher must be willing to be observed by the novice teacher within his/her classroom. A mentor teacher may also demonstrate lessons in the novice teacher's classroom.
- The mentor teacher will be required to attend formal training in mentoring and show evidence of other professional development activities. · The mentor teacher must be available to meet with the novice teacher on a regular basis for support, problem-solving, and informal feedback on successes and concerns.
- The mentor teacher will act as a resource for the educational needs of the novice teacher.
- The mentor teacher will share teaching strategies/information about the teaching process.
- The mentor teacher must protect the confidentiality of any collaboration and discussion with the novice teacher. The mentor teacher shall not be involved in any evaluations.
- The mentor teacher and the novice teacher will keep a documentation record of observations, peer coaching, and informal meetings. (See attached – Novice Provisional Teacher Mentoring Log Template)

RESPONSIBILITIES OF THE NOVICE TEACHER

- The novice teacher will meet on a regular basis with the mentor for review of classroom practices and management concerns.
- Novice teachers will be involved in district in-service activities. · Novice teachers will collaborate with mentor to maintain a log of monthly meetings, initialized by both parties
- Observe mentor teacher and other effective teachers in your school or those within the district.
- Utilize the expertise of supervisors and building principals

MENTORING SUPPORTS FOR NON-TENURED, FIRST YEAR TEACHERS

Novice Teacher, Traditional Route

(Holding Certificate of Eligibility with Advanced Standing)

- 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 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)

- 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

MENTORING PROGRAM EVALUATION

Each mentor and novice teacher will complete the West New York Mentoring Program Concluding Evaluation by the end of the assignment year and submit it to the Superintendent's Office.

West New York Novice Teacher Concluding Evaluation

The intent of this survey is to help those in charge of you district's mentoring program better meet the needs of new teachers. Sharing you insights will help others learn from your experiences in the mentoring program.

1. What were your expectations of the mentor teacher program?

2. Did the program meet your needs as a new teacher?

3. What component of the mentoring process has been most helpful to you? What component needs improvement?

4. Please share a specific concern that you overcame with the help of you mentor or other veteran staff member.

5. Do you feel any other important areas have been overlooked by the mentoring program?

6. Additional comments:

West New York Mentor Teacher Concluding Evaluation

The intent of this survey is to help those in charge of your district's mentoring program better meet the needs of new teachers and their mentors. Sharing your insights will help others learn from your experiences in the mentoring program.

1. What were your expectations of the Mentor Teacher Program?

2. Did the program provide you adequate training to be a mentor?

3. What component of the mentoring process has been most positive? What components need improvement?

4. Do you feel any other important area has been overlooked by the mentoring program?

5. Would you consider becoming a mentor again?

6. Additional comments:

Signature

Date

West New York School District Mentoring Completion Form

Novice Provisional Teacher's Name:

CE or CEAS:

School District Contact Information

(Name of individual who can provide information about the mentoring that occurred and the mentoring fees that were paid while the provisional teacher was employed in the district)

Name: Kathleen Fradera **Title:** West New York Board of Education Payroll Supervisor

Phone: 201-553-4000 30035 **Email:** kfradera@wnyschools.net

Mentoring Information

Novice Provisional Teacher's Mentor:

Date One-to-One Mentoring began: _____ **Month:** _____ **Year:** _____

1. Have the required initial, weekly one-to-one meetings been completed? Check yes or no.

YES: _____ No: _____

2. Have the required minimum of 30 weeks of mentoring been completed? Check yes or no.

YES: _____ No: _____

If you answered "No" for #2, how many weeks of mentoring have been completed? _____

Total Number of weeks of mentoring completed (out of 30 minimum): _____

Signature Section

Mentor's Signature: _____ Date: _____

Mentee's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

To be completed by Chief School Administrator (or designee)

By signing, I am attesting to the accuracy of this document:

Signature: _____ Date: _____

