



Jefferson Township Public Schools Mentoring Program



Dear Mentors and Novice Teachers,

Welcome to the Jefferson Township Mentoring Program. Our goal is to create a successful mentoring program that meets the needs of both the novice and the experienced teachers.

Throughout the year, we hope to provide you with guidance and support that will allow you to develop and share your best teaching skills.

We would like to start by thanking our mentor teachers for wanting to support others as they enter our profession. You are preparing a whole new generation of educators and leaders. We would also like to embrace our novice teachers and wish you a long and fulfilling career in teaching.

As you embark on this program, please be mindful of the requirements and deadlines, as well as the importance of the observation as a valuable tool in the interaction between the mentor and novice teacher. Keep an open mind and use feedback to improve your work. You will be rewarded with increased confidence and enthusiasm as you learn from each other. Teaching is truly a collaborative effort among fellow teachers, administration, students, and parents.

Following this, you will find your Mentoring Program information. Please take time to fully read this as it will guide you through the mentoring process. If you have any questions, please feel free to contact any one of us.

We look forward to an exciting year as we create teaching excellence.

Sincerely,

The Jefferson Township District Evaluation Advisory Committee

Jefferson Township Public Schools

Mentoring Plan

In accordance with the evaluation guidelines set forth by AchieveNJ, our comprehensive district mentoring plan aims to:

- Assist first year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment.
- Reduce novice teacher attrition.
- Improve the effectiveness of new teachers.
- Enhance teacher knowledge of, and strategies related to, the Common Core State Standards and the New Jersey Core Curriculum Content Standards to facilitate student achievement and growth.

Jefferson Township Schools is guided by the following in implementing the district-wide mentoring program:

Mentor Selection, Training, & Payment

- An application must be submitted after each mentor posting.
- Whenever possible, the mentor teacher should be in the same subject area and/or grade level as the novice teacher.
- The mentor must demonstrate a record of success in the classroom.
- Regarding effectiveness, the mentor has earned a summative rating of “Effective” or “Highly Effective” on the most recent summative evaluation.
- In cases where summative evaluation is delayed, the mentor has earned a rating of “Effective” or “Highly Effective” on the teacher practice instrument.
- Regarding teacher experience, the mentor must have at least three years experience, with at least two completed within the previous five years.
- Regarding knowledge of the district, the mentor teacher should understand resources and opportunities available, and is able to act as referral source, and understand social and workplace norms of the district and community.
- The mentor teacher may not serve as a mentee’s direct supervisor or conduct formal evaluations.
- Regarding training:
 - Training of mentors is required
 - District makes provision for training of mentor
 - Mentor training program curriculum must include, at a minimum:
 - Training on the district’s teacher evaluation rubric and practice instrument.
 - Training on the NJ Professional Standards for Teachers.
 - NJ Student Learning Standards

- Classroom observation skills.
- Facilitating adult learning.
- Leading reflective conversations about practice.
- Regarding payment procedures:
 - Mentors must keep logs of contact time with mentees (minimum of 30 hours per school year).
 - Mentors must submit logs to the district office (Office of the Assistant Superintendent).
 - Payment of mentors is overseen by the district administrative office.
 - Mentees may not pay mentors directly.

District Implementation and Accountability

- Should be reviewed annually.
- Plan must be shared with each School Improvement Panel (ScIP).
- The ScIP oversees implementation at the school level.

Mentoring Supports for Non-Tenured, First-Year Teachers

- Experienced teachers who are new to the district will participate in:
 - Comprehensive orientation to district policies and procedures.
 - Individualized support specified in the professional development plan (PDP) based on level of preparation and experience.
 - Developing a new PDP will be created within 30 days of new assignment.
 - For a teacher hired after New Teacher Orientation, the new teacher will shadow a teacher for a day and meet with their peer mentor. Release time will be given to the peer advisor as mutually determined by the peer advisor and building principal.
- Novice Teachers, Traditional Route (holding Certificate of Eligibility with Advance Standing)
 - Comprehensive orientation to district policies and procedures assignment, pro-rated for part time teachers.
 - One full school year of one-on-one mentoring from the beginning of the school year, pro-rated for part-time teachers.
 - Mentor and mentee meet at least twice per week for the first four weeks of assignment.
 - Mentor leads mentee in guided self-assessment on district's teacher practice instrument.
- Novice Teachers, Alternate Route (Holding Certificate of Eligibility)
 - Comprehensive orientation to district policies and procedures.

- o One full school year of one-on-one mentoring from the beginning of the assignment, pro-rated for part time teachers.
- o Mentor and mentee meet at least twice per week for the first eight weeks of assignment.
- o Mentor leads mentee in guided self-assessment on district's teacher's evaluation instrument.
- o Mentor aligns support to mentee's preparation curriculum.

Observations

- Non-tenured and first year teachers will be observed according to TEACHNJ by building and district administration.
- Informal observations between mentor and mentee:
 - o Elementary:
 - Mentor will observe the novice teacher within the first trimester and again during the third trimester, before mid-April.
 - Novice teacher will observe the mentoring teacher and/or other content experts by the end of the second trimester and also during the third trimester, before mid-April.
 - o Middle School/High School:
 - Mentor will observe the novice teacher within the first marking period and again by the end of the third marking period.
 - Novice teacher will observe the mentoring teacher and/or other content experts by the end of the second marking period and also by the end of the third marking period.

*(Overview of 2014 New Jersey Teacher Mentoring Regulations (NJAC 6A9-8) April 2014)
Chapter 9C Regulations and Professional Learning: 2023 and Beyond*

Revised August 2023

Jefferson Township Schools

Handbook

Mentor/Novice Teacher Roles and Responsibilities

All of the following roles and responsibilities are essential to ensure a successful experience for both the mentor and the novice teacher.

A mentor will:

- Be committed to the goals of the district mentoring program.
- Maintain an hourly log.
- Participate in mentor training.
- Make a commitment of a minimum of thirty hours to the mentor-novice relationship over the required one-year mentoring period (prorated).
- Establish regular conferencing times to discuss novice teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the New Jersey Student Learning Standards.
- Follow the guidelines established in this handbook.
- Maintain confidentiality for all mentor-novice activities.
- Contribute to the ongoing program evaluation.
- Assist the novice teacher in adjusting to and becoming familiar with school culture, policy, procedures, resources, and personnel.
- Attend the mentoring meeting during new teacher orientation.
- Meet, as required, with the building-based SCIP committee.
- Provide the novice teacher with opportunities to observe the mentor and other content experts as needed.
- Observe the novice teacher during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management. One observation should be during the first marking period and the second required observation must occur before the end of the third marking period.
- Be a model of professionalism.
- Encourage the novice teacher to participate in collaborative professional learning activities.
- Provide moral support and confidentiality.

A novice teacher will:

- Participate in the Provisional Teacher Program, which requires mentoring.
- Make a commitment of a minimum of thirty hours to the mentor-novice relationship over the required one-year mentoring period (prorated).
- Establish regular conferencing times to discuss novice teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the New Jersey Student Learning Standards.
- Maintain confidentiality for all mentor-novice activities.
- Contribute to the ongoing program evaluation.
- Document mentoring activities and time.
- Provide opportunities for the mentor to observe through a collegial coaching model. The novice teacher must observe the mentor teacher before the end of the second marking period. The second required observation must take place during the third marking period.
- Share openly effective strategies and techniques.
- Develop professional goals.
- Participate actively in a learning community.
- Observe other content area experts during the school year.
- Be open to constructive feedback from the mentor, school leaders, and other content experts.
- Be open and sincere about his or her needs.
- Be willing to discuss failures as well as successes.
- Be open to feedback.

First Year Teacher with Standard Certificate—Required Peer Advisor

Although teachers new to JTPS are not required to participate in the provisional teacher program, we realize that moving to a new district is a very large adjustment. To help teachers new to the district become familiar with policies, procedures, and the school climate, the building principal will arrange for a staff member to serve as a peer advisor. Since this program is much less intensive and informal than the provisional mentoring program, there will not be a set number of hours to meet, a communication log, or required classroom visits. The peer advisor agrees to make themselves available for any questions that a teacher new to the district may have. There will not be a stipend for this arrangement. New teachers and their advisors should use the following topics to guide their communication through the transition to JTPS. The peer advisor has the option to keep a log of hours met in order to have the hours count toward professional development hours. This would also need to be recorded in the advisor's PDP.

Monthly Topics

The following suggestions are based on issues that commonly arise during the year. Use this list as a basis for discussion and growth. All interactions need to be recorded in the mentor/novice log.

~ AUGUST ~

Personnel:

Have you met

The main office staff?

The guidance staff?

The custodial/maintenance staff?

The other members of your grade level/department/team?

Your school specialists (Special Education, CST, media center, the nurse, technology team member, etc.)?

Other teachers who may share your room?

Other teachers with whom you may share a class?

Procedures:

Have you

Been given instruction, username and password in Realtime?

Received your schedule and class roster?

Been made aware of the daily record-keeping procedures of attendance, lunch count, etc.?

Received a copy of all emergency procedures including fire drills, lock downs, and evacuations?

Been introduced to the building, including copying machines, mail boxes, restrooms, faculty rooms, nurse's office and other essentials?

Been introduced to school discipline, procedures, traditions, and the "unwritten rules" for the school and district?

Reviewed procedures for parent communication?

Been given information about Frontline Absence Management for your absences and getting a substitute?

Discussed procedures for leaving plans for a substitute?

Received emergency phone numbers?

Materials:

Have you

- Received a key to your room?
- Received a school calendar?
- Know how to get supplies for teaching and your classroom?
- Located materials for your bulletin boards?
- Received confidential lists of students with IEPs, 504s, or medical problems?

Instructional Planning

Have you

- Received the appropriate copies of curriculum, NJSLS, teachers' editions?
- Reviewed "first day of school" plans, including discipline plans, room arrangement, and orientation materials?

Classroom Organization and Management

Have you

- Organized your room for effective instruction?
- Made seating charts or otherwise organized your room to make attendance taking and learning student names easier?
- Decided on classroom rules and procedures for your students? How will the students know the rules? Posters? Copies?
- Decided on the materials students will need to bring to class?

Related Responsibilities

Have you

- Filled out all required paperwork?
- Prepared for back-to-school night?

~ SEPTEMBER ~

Mentor Focus: Assist the novice teacher in developing adequate classroom management skills.

Instructional Planning

- Are you using a template for daily planning?
- Do you have the previous day, current day, and next day lesson plans available?
- Have you created your Sub Folder?
- Have you created emergency substitute plans?

Classroom Management

- Are you aware of your responsibilities in implementing IEP, 504, and/or RTI Action Plans?
- How do you address disruptive behavior in class? Is it working?
- Do you have consistent consequences for classroom infractions?
- Are you aware of the policy and procedures for detentions?
- Are you communicating with parents?

Back to School Night/Open House/Conferences

Have you planned for back-to-school night/open house/conferences?

Do you know what the administration wants presented and how it is to be presented?

Do you know what you want to share with parents?

Is your room prepared with student work displayed?

Personal/Professional Development

Have you thought about your goals? Have you discussed this with your mentor?

Have you found a confidant?

Have you developed a system of organization?

Measuring Student Performance

Have you graded papers, returned them, and recorded grades in a timely manner?

Have you learned how to use Realtime and LinkIT!?

Are you familiar with RtI procedures?

Do you know the various baseline assessment tools that are available?

Have you begun to collect baseline assessment data?

Have you begun to develop your SGO(s)?

Observations

Have you made plans to be observed with your mentor?

Have you received notification about being formally evaluated?

Have you discussed expectations for your formal evaluation?

Related Responsibilities

Do you have enough information for midpoint progress reports?

Do you know when faculty meetings are scheduled?

Did you check in with the nurse to request and become familiar with student medical issues, procedures, and protocols?

~ OCTOBER ~

**Mentor Focus: Develop effective planning and teaching strategies
with the novice teacher.**

Instructional Planning

How is your daily and weekly planning working?

Do you make students aware of the purpose of the lesson?

Are you using your curriculum guide and texts to guide your planning?

Are you using all levels of Depth of Knowledge (DoK) for your questions?

Are you giving concise and clear directions?

Do your students know what you expect of them?

Are you targeting elements of the technology NJSLs in your planning?

Do you have questions about the relationship between you and your students?

Have you discussed plans for upcoming holidays?

State Assessment and Student Performance

Are you using all materials available to prepare for state assessments (i.e. Study Island, Technology Challenge, workbooks)?

Are students aware of the rubric when an assignment is given?
Do you have a proper balance between formative and summative assessments?

Strategies and Techniques

How are you differentiating instruction to meet the needs of specific students?
Do you need help with modifications for IEP or 504 students?
Are you able to adapt your lesson plans if an unexpected situation occurs?
Are you using technology in the classroom?

Parent Communication

Think about why the conference is being held. Who initiated the conference?
Are you prepared for all parent conferences? (Role-playing is helpful to prepare.)
Are the student's grades complete and up to date?
Do you have samples of the student's work to illustrate your concerns?

Related Responsibilities

Set a date for your observation by your mentor. Have you held your pre-conference? It is helpful to do this before your first formal evaluation.
Review procedure for midpoint progress reports.

~ NOVEMBER ~

Mentor Focus: Nurture and support the novice teacher and monitor for stress.

Instructional Planning

How is the pacing for your subject/grade working?
Do you know the policies and procedures for holiday celebrations?

Strategies and Techniques

How well do you find your students are reading? (This is not just for elementary school teachers!)
How do you check for comprehension?
Are you including writing across the curriculum?
Do your teaching strategies, techniques, and activities address the stated outcome(s) for the lesson?

Classroom Organization and Management

Do you monitor students throughout the lessons?
Do you want or need to rearrange your classroom and change seating charts?
How have you dealt with disruptive students?
Do you have material for students who finish early?

Measuring Student Performance

How effective is your method for grading?
Are you clear on how to prepare report cards?
Are you clear on the policy and procedure for report card comments?
What can you learn from your grade distribution?

Are you satisfied that your grades are fair and appropriate?
Are you tracking student growth data?

Personal/Professional Growth

Have you held your post-conference with your mentor?
Have you scheduled another observation with your mentor?
Are you taking time for you?
Have you discussed any problems you are having with your mentor or another confidant?
Have you discussed your formal evaluation with your mentor? Have you created a plan to improve areas that need attention?

~ DECEMBER ~

Mentor Focus: Assist novice teacher to implement a variety of strategies and techniques.

Strategies and Techniques

Is your pacing appropriate for covering the curriculum?
Have you set a date for marking period projects so that you have enough time to grade them?
Do you have a smooth transition between activities?

Measuring Student Performance

Have you assessed your instruction in relationship to those who are not performing up to their potential?
Have you noticed a pattern in student performance, and how have you adjusted instruction?
Are you tracking student growth data?

Miscellaneous

Do you know what holiday activities are taking place?
Have you taken into account students missing from class for rehearsals, vacations, and other activities? How will you handle that?
Do you know the routine for emergency closing days?
Have you discussed with your mentor your relationships with the principal, supervisor, staff, and other teachers?
Have you discussed cultural differences of students and their individual needs?

Related Responsibility:

Set date for next mentor observation

~JANUARY~

Mentor Focus: Reflect upon the novice teacher's experiences and successes during the first half of the year and make adjustments for the remainder of the year.

Instructional Planning

How effective is your long-term planning? Evaluate your progress toward curriculum goals during the first half of the year.

Do you need to make revisions?

Have you checked your progress against the schedule for PARCC testing?

Classroom Organization and Management

How are you revising your classroom rules and procedures for the second half of the year?

What strategies are you employing to hold students accountable for make-up work?

Measuring Student Performance

Have you discussed assessment procedures for both formal and informal assessments?

Are you consistently adhering to the grading procedures you provided for the students?

Are you tracking student growth data?

Related Responsibilities

Are you involved with any extra-curricular or professional activities?

Have you set aside a time for an observation?

Reflection

What has been the highlight of the first half of the year?

~ FEBRUARY ~

Mentor Focus: Help novice teacher use mid-year student performance data to guide instructional decision-making.

Implementation of Strategies and Techniques

Are you using DoK to maintain a balance of questioning?

Are your students self-evaluating using rubrics?

Are you incorporating technology into your lessons to meet state standards?

Measuring Student Performance

Are you planning for PARCC testing?

Are you assessing students frequently and returning assessments in a timely manner?

How do you go over assessments with students?

Are students informed about their progress or does it come as a surprise?

Are you tracking student growth data?

Related Responsibilities

How are you communicating with parents?

Are you logging all parent communications?

Set date for third marking period observation.

~MARCH~

Mentor Focus: To support self-assessment and seek feedback from novice teachers regarding their instructional strategies.

Instructional Planning

- Are you incorporating writing for a variety of purposes into your writing?
- Are you preparing for PARCC testing?

Strategies and Techniques

- How are you addressing different learning styles, abilities, and experiences of students?
- How are you using media and technology?
- How are you making sure all students participate?
- How are you modifying assignments?

Measuring Student Performance

- How do you monitor student learning throughout the lesson?
- How do you assess students with IEPs/504s?
- Are you tracking student growth data?

Related Responsibilities

- Have you completed training for administering state tests? Have you had all your questions answered?
- Have you set up an observation with your mentor? Be sure to document your pre-conference, observation, and post-conference.
- Are you prepared for progress reports?
- Have you discussed the appropriateness of upcoming holiday decorations and celebrations for students of all cultures?

~ APRIL ~

Mentor Focus: Explore with the novice teacher their feelings and attitudes about teaching to determine future professional development needs.

Strategies and Techniques

- Are you providing opportunities for students to make practical applications of your subject matter?
- How do you share your enthusiasm for your subject with your students?
- Are you aware of and have you planned for end of year activities such as the prom, field days, class trips, etc.?

Measuring Student Performance

- Is your pacing appropriate to complete the curriculum?
- How will you motivate the students for the remainder of the year?

Related Responsibilities

- Have you received your last formal evaluation? Have you discussed it with your mentor?
- What is your attitude toward teaching? Is it something you want to continue?

Are you researching possible professional development ideas for the summer and upcoming year? (For example, professional journal subscriptions, conferences and workshops, college courses)

~ MAY ~

Mentor Focus: Prepare the novice teacher for end-of-year procedures and responsibilities

Instructional Planning

Are you planning for PARCC testing?

Is your pacing appropriate?

Have you set a date for final projects so that you have enough time to grade them?

Are you clear on all final assessments i.e., final exams, grade level assessments and post-tests? How do you handle make-ups?

Have you discussed end-of-year activities: graduation, locker clean-out, book check-in, exams, etc.?

Have you planned or taken in account end-of-year activities: picnics, field trips, exams, etc.?

Related Responsibilities

Have you scheduled an observation by your mentor?

Do you know the end of year procedures for the following:

- o Grades
- o IEP meetings
- o Closing out your classroom
- o Turning in materials
- o Book fines
- o Textbook storage
- o Orders for next year

Have you been offered a position for next year?

~ JUNE ~

Mentor Focus: Celebrate with and reflect upon the novice teacher's experiences and successes during the past year.

Related Responsibilities

Do you have any questions about the end-of-year procedures?

Have you prepared your grades and kept a copy?

Reflection

What are you most proud of?

What would you change for next year?

Have you discussed your perception of your growth throughout the year with your mentor? Do your perceptions differ?

What changes would you make to the mentoring program?

Planning Ahead

Have you received a tentative assignment for next year?

If this assignment is a move, have you introduced yourself to the staff with whom you will be working?

Have you collected all materials that you will need for any summer work?

Would you consider working with the mentoring committee next year to give a first hand account of your first year?

Have you planned a vacation? You deserve it!

**Jefferson Township Public Schools
Mentoring Handbook**

Novice Teacher Needs Assessment

Identify the extent of your needs by using the key below.

0 = no need 1=slight need 2 = moderate need 3=highest need
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PEER RELATIONSHIP NEEDS

- Knowledge of faculty/staff names, job titles, contact information
- Introduction to school board
- Requesting custodial, technical, library, or health assistance
- Working with guidance counselors and SAC
- Working relationships with other teachers in your department, grade level, or school
- Working relationships with the administration
- Working relationships with the Child Study Team
- Working relationships with the secretaries
- Dealing with difficult peers (lack of enthusiasm, negative attitudes, lack of classroom discipline, etc.)
- Preferred communication methods
- Working as a team – expectations of other teachers
- Expectations (administrators, department chairs, team coordinators)
- Decision making
- Support team
- Other

PARENT/GUARDIAN RELATIONSHIP NEEDS

- How to prepare for parent/teacher conferences
- Techniques of communicating with parents via phone/mail/email
- Dealing with upset, unreasonable, or demanding parents
- Custodial parent issues
- Other

EMOTIONAL SUPPORT NEEDS

- Dealing with personal stress
- Dealing with difficult students
- Dealing with student stress
- Dealing with family pressures
- Other

Novice Teacher Needs Assessment

0 = no need 1=slight need 2 = moderate need 3=highest need
--

CALENDAR ITEMS

Knowledge of the school calendar (number of days, testing dates, board meetings)
Knowledge of special event dates (concerts, parties, professional development, etc.)
Knowledge of school class schedule
Other

STUDENT RELATIONSHIP NEEDS

Motivating students
Working with multiple intelligences
Accepted student discipline techniques
Referral process for students with special needs
Knowledge of resources for dealing with exceptional children
Students who are non-native speakers of English
Working with students of different cultures – awareness of diversity
Teaching styles
Learning styles
Knowledge of instructional accommodations (students with IEPs or 504s)
Teacher-student rapport and acceptable behavior
Alternative instructional strategies
Questioning techniques
Other

INSTRUCTIONAL NEEDS

Knowledge of grading procedures
Knowledge of testing procedures
Knowledge of district curriculum
Adaptation of curriculum/instruction
Models of assessment
Curricular planning
Enrichment materials
Knowledge of academic standards
Technology in the classroom
Grouping
Adjustment for students who finish early or late
Adjusting lesson length
Plan books
Other

Novice Teacher Needs Assessment

0 = no need 1=slight need 2 = moderate need 3=highest need
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WORK AND COMMUNITY ENVIRONMENTS

- Familiarity with the building
- Familiarity with district buildings/offices
- Familiarity with the community
- Joining community organizations (PTA)
- Public relations
- Classroom environment
- Other

MANAGERIAL NEEDS

- Knowledge of classroom organizational techniques
- Knowledge of policy for reporting suspected abuse (physical, mental, and substance)
- Knowledge of lunch, restroom, recess, hallway procedures
- Knowledge library and computer lab procedures
- Knowledge of record-keeping procedures for attendance, lunch, grades, etc.
- Knowledge of emergency procedures (fire drills, lockdowns)
- Knowledge of emergency weather procedures (snow list)
- Knowledge of student handbook, its use, and contents
- Knowledge of how to request and prepare for a substitute teacher
- Acceptable classroom management techniques
- Planning: short and long-term
- Student illness
- Time management
- Conflict resolution
- Bulletin boards
- Other

MISCELLANEOUS POLICIES

- Use of school equipment
- Use of school building
- Use of telephone, computer, copier, mail
- Knowledge of staff arrival/dismissal times and procedures
- Knowledge of parking procedures
- Knowledge of in-service/meeting procedures
- Knowledge of keys/security procedure
- Knowledge of how to get/order supplies
- Knowledge of school vehicle use procedures
- Knowledge of school-wide themes
- Knowledge of school-wide improvement plans

Novice Teacher Needs Assessment

0 = no need 1=slight need 2 = moderate need 3=highest need
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MISCELLANEOUS POLICIES

- Knowledge of expected committee memberships
- Knowledge of annual budgetary/purchasing procedures
- Knowledge of school philosophy
- Knowledge of school accreditation
- Knowledge of salary schedule
- Knowledge of district benefits package
- Knowledge of pay procedure
- Knowledge of absence/leave procedure
- Knowledge of allowable use of planning time
- Knowledge of food/beverage procedures
- Knowledge of extra duty assignments
- Knowledge of curriculum expectations
- Knowledge of building dress code
- Knowledge of teacher liability
- Knowledge of student and teacher Acceptable Use Policy (technology)
- Knowledge of school rules and laws
- Professional development
- Grant writing
- Writing curriculum
- Other

TERMS AND CONDITIONS OF EMPLOYMENT

- Knowledge of contract renewal procedures
- Knowledge of contract termination procedures
- Knowledge of teacher evaluation procedures
- Knowledge of master contract
- Knowledge of due process
- Knowledge of JTEA personnel
- Other

MENTORING

- Knowledge of meeting schedules
- Knowledge of how to request release time
- Who to call if you have a problem
- Other

Pre-Observation Checklist

The following checklist should be used as a guide to help the novice teacher prepare for both informal observations and formal evaluations. It is advised that the novice and mentor teacher decide how to best prepare for the novice's evaluations.

Administrative

- Greeting students.
- Taking attendance expeditiously.
- Starting class on time with minimum disruptions.
- Announcements done quickly with minimum disruptions.

Classroom Structure and Organization (Is the class organized to facilitate student learning?)

- Learning stations or centers.
- Student access to technology/materials.
- Facilitates interaction among all participants.
- Classroom display reflects themes, priority concepts, student work, or other relevant subjects.

Overview of Subject Matter Expectations

- Present the relationship between previous class and current class. Check for understanding.
- Present specific outcomes regarding concepts to be covered. Check for understanding.
- Present process or methodology. Check for understanding.
- Present time to be allocated for each concept. Check for understanding.
- Present how learning will be assessed. Check for understanding.
- Present how groups will be assessed. Check for understanding.

Instructional Presentation

- Assessment of previous knowledge of subject.
- Conceptual review.
- Review of terminology/vocabulary.
- Questions to guide student discussion.
- Use of testing, special projects, and homework to reinforce learning and assess learning.
- Knowledge of content demonstrated.
- Use of technology.
- Summation and assessment of student learning.
- Overview of issues to be discussed in next class.

Student Social Development

- Validates each student.
- Provides equitable and fair treatment for all students.
- Challenges unhelpful behavior and reinforces helpful behavior.
- Applies progressive discipline strategies.



General Observation

Person Observing

Person Being Observed

Date, Time

Length of Observation

Class/Subject

I. Domain 1: Planning and Preparation

- ___ Demonstrating Knowledge of Content and Pedagogy
- ___ Demonstrating Knowledge of Students
- ___ Setting Instructional Outcomes
- ___ Demonstrating Knowledge of Resources
- ___ Designing Coherent Instruction
- ___ Designing Student Assessments

II. Domain 2: Classroom Environment

- ___ Creating an Environment of Respect and Rapport
- ___ Establishing a Culture for Learning
- ___ Managing Classroom Procedures
- ___ Managing Student Behavior
- ___ Organizing Physical Space

III. Domain 3: Instruction

- ___ Communicating with Students
- ___ Using Questioning and Discussion Techniques
- ___ Engaging Students in Learning
- ___ Using Assessment in Instruction
- ___ Demonstrating Flexibility and Responsiveness



**Jefferson Township Public Schools
Mentoring Handbook**

Classroom Management Checklist



Person Observing

Person Being Observed

Date, Time

Length of Observation

Check the strategies that you observed and make notes as needed.

The teacher has rules posted within plain sight in the classroom.

The teacher enforces the posted rules effectively and consistently.

The teacher has invested time in practicing procedures until they become routines.

The teacher starts class immediately.

The teacher exhibits high expectations for the students.

The students clearly understand the teacher's expectations.

There is relatively little wasted time, confusion, or disruption.

The climate of the classroom is work-oriented but relaxed and pleasant.

The students know that assignments are based on objectives.

The students know that tests are based on objectives.

The teacher knows how to praise and encourage the student.

The teacher stops potential discipline problems with as little distraction as possible.

The teacher maintains a close proximity to the students in order to minimize discipline problems.

The teacher maintains an open line of communication with the students and parents for academic behavior and discipline matters.

The teacher has a positive attitude and exhibits the positive expectation that all students will succeed.

Additional comments:



**Jefferson Township Public Schools
Mentoring Handbook**

Observation by Novice

Instructor:

Subject/Course:

Date: _____ Class size:

Teaching methodology	Lecture____ Group work____	Discussion ____ Other_____	Lab ____
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How might you incorporate the methodology(ies) used into your own lessons?	
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How did the teacher stimulate class discussion/student participation?	
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What were the objectives of the class and how did the teacher make them clear to the students? What kind of technology or audio/visual aids did the teacher use? Were they applicable? How might you incorporate these into your future lessons?	
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How was the lesson organized?	
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What did you learn about time management from this lesson?	
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How did the instructor notice student difficulties? How were these difficulties handled?	
How did the instructor handle student questions and discussion?	
How did the teacher handle disruptive students?	
Reflect upon the overall experience of this lesson. What are the two most important things you learned?	
What one idea will you carry back and implement in your class?	

Jefferson Township Public Schools Mentoring Handbook

Post-Observation Guidelines

Use these guidelines with any observation tool.

1. Always begin with the novice teacher sharing his or her general impressions of the lesson. Let the conversation flow naturally, making sure that all the discussion points have been hit.
2. Assessment of student learning
 - o Help the novice teacher recognize the link between the intended outcomes or understandings of the lessons, what students actually learned, and how to plan for the next lesson. Remember that lesson plans are not carved in stone.
 - o Try using consulting techniques such as the following:
 - o Here are some things I have seen other teachers do.
 - o Devise three options, discuss, and choose the best.
3. Use the instruction discussion as an opportunity to review lesson planning best practices regarding student outcomes, engaged learning, student reflection, and closure.
4. Share the data at any logical point in the conversation.
 - o What does the data tell you?
 - o Does the data validate, surprise, confirm, or create new questions?
 - o What changes does this lead you to make in your teaching?
5. The goal of the conference is three-fold.
 - o Direct new lessons based on the evidence of student learning.
 - o New learning or understanding about the novices teaching.
 - o Target area to move the novice teacher forward.
6. Think about the next step to take. This may be an observation in the near future or a revision of upcoming lesson plans. It may require more in-depth knowledge about an area of the novice's teaching. Just be sure that there is a next step that both the novice teacher and mentor teacher follow through.

Remember state law requires mentors maintain complete confidentiality about observations and conferences.

Jefferson Township Public Schools

Novice Provisional Teacher Mentoring Log Template

Instructions: *(now done as a Google document)*

- Log each session with your mentee.
- All completed logs must submitted to the Assistant Superintendent's Office at the end of the mentorship for payment. All mentors will be paid after the June BOE meeting.
- Please keep a record for yourself.
- **Novice provisional teachers with CEAS must meet with mentor 2x per week for first 4 weeks.**
- **Novice provisional teachers with CE must meet with mentor 2x per week for first 8 weeks.**

Month: _____ Year: _____ School/District: _____

Mentor Name: _____ Mentor Signature: _____

Novice Name: _____ Novice Signature: _____

Total No. of Mentoring Hours This Month: _____

<u>Date</u>	<u>Time</u>		<u>Description of Activities</u>	<u>Total Time</u>
	From:	To:		

Revised 8/21/2023