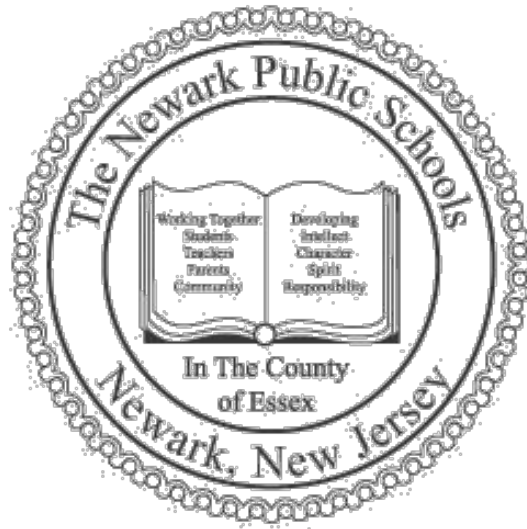


NEWARK PUBLIC SCHOOLS

Talent Office



THE PROVISIONAL TEACHER PROGRAM HANDBOOK 2017-2018

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Introduction to the Provisional Teacher Program

At Newark Public Schools, highly effective teaching is our top priority. Great teaching—in every classroom, for every student, every day—is the best way we make sure our students graduate ready for success in college or a career. Novice teachers, or teachers with less than 1 year of full-time teaching experience under a valid state teaching certificate, must receive additional supports through the Provisional Teacher Program (PTP). The PTP is designed to ensure novice teachers are prepared for success in the classroom and on track to receive a standard certification. This handbook will guide novice teachers, mentors, and administrators through the Provisional Teacher Program to ensure the program is a success for all participants.

Novice teachers fall into two categories:

Traditional Route Teachers are those who have graduated from a college or university education program, and who have supervised field experiences and student teaching in their certification area. When these teachers complete their college programs, they are issued a Certificate of Eligibility with Advanced Standing (CEAS).

Alternate Route Teachers are those who have come to the teaching profession after graduating college with a degree in an area other than education. These individuals have not had supervised field experiences or student teaching. In addition to their classroom duties, these individuals are required to receive formal instruction through regional training centers, or other special programs approved by the NJDOE. When these teachers meet the state requirements for the Alternate Route Program, they are issued a Certificate of Eligibility (CE).

PTP Process for Traditional Route Teachers

- **Obtain a Certificate of Eligibility with Advanced Standing (CEAS):** The CEAS qualifies a teacher to be employed by Newark Public Schools.
- **Obtain employment:** When a novice teacher is hired by Newark Public Schools, the Talent Office will register the teacher in the Provisional Teacher Program and submit an application to NJDOE for a provisional certificate. Once approved, the teacher will receive the provisional certificate in the mail and must submit the original certificate to the Talent Office and a copy of the certificate to the school principal.
- **Receive mentoring:** Each novice teacher is assigned a mentor who provides additional feedback and support for one full school year. (A minimum of 30 weeks)
- **Receive observations and an evaluation:** Each novice teacher will receive at least three observations by an administrator and an annual rating with a recommendation for standard certificate. Please note that unlike previous years, the existing NPS teacher evaluation process meets the observation requirements. In addition to the existing process, administrators must submit the summative evaluation to provide their final recommendation for the standard certificate. This summative evaluation is included in the required Provisional Teacher Program standard certificate application packet available on the Talent section of the NPS website (<http://www.nps.k12.nj.us/departments/talent/provisional-teacher-program/>).
- **Obtain a Standard Certificate:** Each novice teacher applies online and submits required paper documents, which include the summative evaluation and oath of allegiance.

PTP Process for Alternate Route Teachers

- **Obtain a Certificate of Eligibility (CE):** The CE qualifies a teacher to be employed by Newark Public Schools.
- **Obtain employment:** When a novice teacher is hired by Newark Public Schools, the Talent Office will register the teacher in the Provisional Teacher Program and submit an application to NJDOE for a provisional certificate. Once approved, the teacher will receive the provisional certificate in the mail and must submit the original certificate to the Talent Office and a copy of the certificate to the school principal.
- **Receive mentoring:** Every novice teacher is assigned a mentor who provides additional feedback and support for one full school year. (A minimum of 30 weeks.)
- **Participate in Formal Instruction:** Alternate Route teachers holding a CE are required to complete at least 400 hours of formal instruction in the essential pedagogy necessary for the novice teacher's preparation. As a part of the 400 hours of formal instruction, alternate route teachers must complete 50 hours of an EPP (Educator Preparation Program) prior to their first date of employment. These fifty (50) hours are part of the 400 hour alternate route program and will leave the candidate with 350 hours to complete while being employed as teacher.
- **Receive observations and an evaluation:** Each novice teacher will receive at least three observations by an administrator and an annual rating with a recommendation for standard certificate. Please note that unlike previous years, the existing NPS teacher evaluation process meets the observation requirements.
- **Obtain a Standard Certificate:** Each novice teacher applies online.

NOTE: Teachers who began PTP before 9/1/15

These educators must be observed at 10, 20, and 30 weeks. No specific form is required for the 10 and 20 week evaluations and because the Talent Office will retrieve the observation data from Bloomboard there is nothing additional for you to submit. The original 30 week summative evaluation must be submitted to the Talent Office along with the Verification of Program Completion (alt route only) and a completed Oath of Allegiance form.

NOTE: Alternate/Traditional Route Teachers who began PTP after 9/1/15

Educators who began the PTP on after September 1, 2015 are required to have two years of Highly Effective or Effective annual ratings within their first three years of teaching. The 10, 20, and 30 week evaluations are not required for this group. IMPORTANT: because two years of annual evaluations are now required to obtain a standard certificate, new teachers will be provisionally certified for a minimum of two years.

Mentoring

Program Overview

The mentorship program for novice teachers provides needed instructional and emotional support, ensuring teachers get the feedback and coaching they need to deliver the kind of instruction every day that translates into dramatic gains in student achievement.

Required by the New Jersey Department of Education (NJDOE), but also just a matter of good practice, the district mentoring program builds teacher knowledge of effective practice and of state content standards.

Program Requirements

All novice teachers should be paired with a mentor at their school site at the start of the school year. The specific mentoring requirements vary slightly depending on whether the novice teacher has a CEAS or CE. While experienced new teachers do not complete the Provisional Teacher Program, they should receive support as they adjust during their first year in Newark Public Schools.

Traditional route novice teachers (CEAS) should receive:

- One full year of mentoring with at least:
 - 1 meeting per week
 - **(until 30 weeks have been fulfilled)**
- A guided self-assessment on the Framework for Effective Teaching led by their mentor.
- Orientation to district policies and procedures.
- An Individualized Professional Development Plan (IPDP) created by October 16th or within 30 days of assignment if after October 16th.
- Individualized supports specified in the teacher's Individualized Professional Development Plan (IPDP).

Alternate route novice teachers (CE) should receive:

- One full year of mentoring with at least:
 - 1 meeting per week
 - **(until 30 weeks have been fulfilled)**
- A guided self-assessment on the Framework for Effective Teaching led by their mentor.
- Orientation to district policies and procedures.
- An Individualized Professional Development Plan (IPDP) created by October 16th or within 30 days of assignment if after October 16th.
- Individualized supports specified in the teacher's Individualized Professional Development Plan (IPDP)

Experienced teachers who are new to Newark Public Schools should receive:

- Orientation to district policies and procedures.
- An Individualized Professional Development Plan (IPDP) created by October 16th or within 30 days of assignment if after October 16th.
- Individualized supports specified in the teacher's Individualized Professional Development Plan (IPDP).

Criteria and Responsibilities

Mentor/mentee matches are determined by leadership at each NPS school site in collaboration with the Talent Office. Mentors must meet the following minimum criteria:

- Effective or Highly Effective rating on the most recent annual evaluation
- At least three years of active teaching experience (with at least two years of experience within the past five years)
- Current standard teaching certificate
- In good standing with the district, with a demonstrated ability to develop others
- Not directly supervising or evaluating the mentee

All matches should be submitted by the school administrator. These matches will then be reviewed and approved by the Talent Office.

Role of the Mentor

The mentor plays a key role in ensuring the novice teacher is supported during the first year in the classroom. This section outlines some key responsibilities of the mentor teacher.

Initiate the Relationship

Mentors should take the lead steps to ensure a collegial, collaborative, and successful relationship with the mentee. In the first meetings, mentors and mentees should agree on norms and boundaries for the relationship, including confidentiality, expectations, and deliverables.

Model Reflective Practices

Novice teachers come to the profession with a range of skills, at developing levels. The mentor models and guides the novice teacher through a continuous cycle of self-evaluation, reflection, and application centered on improvement in the Competency areas found in the Framework for Effective Teaching, especially those areas in the mentee's Individual Professional Development Plan (IPDP).

Share Effective Strategies

In addition to guiding a novice teacher through reflective practice, the mentor shares the best of his/her tools and strategies related to the Framework for Effective Teaching. Mentees should take the opportunity to observe their mentors in classroom practice and reflect together afterwards.

Respond to Needs

The mentor's role is to respond to the novice teacher's developmental needs (especially as laid out in the IPDP); it is not to impose his/her own agenda. Additionally, the mentor should be aware of key dates and deadlines (example: upcoming formal observation) for the mentee and assist him/her in preparing to meet expectations.

Respect Confidentiality & Boundaries

Mentors must respect boundaries and confidentiality. Mentors should remain aware of the limits of their responsibility as a mentor and avoid overstepping the boundaries in a way that may conflict with the role of the mentee's official evaluator. Additionally, mentors must respect confidentiality so the mentee feels comfortable engaging in an open and honest dialogue throughout the process.

Role of the Mentee

New teachers must also take an active role in their mentorship experience. Below are areas in which the mentee must play an important part in order for the mentorship to be successful.

Commit to Learning

Teaching is a complex process; honing this craft requires a commitment to professional growth.

Mentors are a valuable resource to aid in that growth. Mentees should take the lead in asking for assistance and bringing specific questions to the mentor for discussion and review. The mentee should be open to new ideas and different perspectives in the pursuit of developing their skills.

Be Proactive

Mentees should work to identify ways that mentors can be more supportive to their individual needs. One way to do this is to ensure that the mentor teacher has a copy of the mentee’s Individualized Professional Development Plan (IPDP). This is a key document in guiding conversations and planning between the mentor and mentee. The mentee should also identify actions that will foster further improvement of skills, such as making time to observe the mentor teacher in the classroom.

Establish Openness and Honesty

A cornerstone of the mentor-mentee relationship is candid feedback and reflection. Mentees should be open to feedback as constructive criticism is crucial for professional growth. At the same time, the mentee should be willing to engage in healthy debate when there is a disagreement about practice.

Sample Mentorship Scope & Sequence

One way to organize mentor-mentee discussions throughout the year is by aligning short-term objectives to the school-year calendar. This will include events related to the Framework for Effective Teaching as well as school-level activities. Below is a sample roadmap for guiding the mentor-mentee relationship according to the school-year calendar (this should be adapted to fit your particular school situation):

TIME OF YEAR	ACTIVITIES
September-October	<ul style="list-style-type: none"> • Develop an action plan for the mentor-mentee relationship based on achieving IPDP goals • Discuss the Framework for Effective Teaching • Discuss curriculum resources • Conduct initial observations
November-December	<ul style="list-style-type: none"> • Discuss report cards and progress reports • Discuss Parent/Teacher Conferences and family outreach • Discuss professional development opportunities
January-March	<ul style="list-style-type: none"> • Reflect on mentor relationship; revisit the action plan • Prepare for Mid-year Conference • Discuss progress on IPDP goals utilizing student data
April-May	<ul style="list-style-type: none"> • Reflect on mentor relationship • Prepare for Annual Evaluation Conference • Discuss standardized assessments
June	<ul style="list-style-type: none"> • Reflect on student and teacher growth • Discuss goal-setting for next school year • Administrator submits application for Standard Certificate

No-Fault Exit Process

Matching mentors and novice teachers requires the assessment of specific criteria and information

from both participants. Most matches will be very successful; however, in some situations this may not be the case. Either party has the option of discontinuing the mentor-mentee relationship if the match is not a good fit. However, the no-fault exit process should not be used as an excuse to avoid dealing with a difficult situation. Mentor-mentee pairs should work through issues collaboratively, with honesty, empathy, and respect, to the fullest extent possible.

If either party feels a conflict cannot reach a resolution, we suggest that the mentor or mentee teacher alert the principal of difficulties. If after a conversation with the school leader, an exit from the mentor and mentee match is deemed appropriate, a new match will be made.

Mentor Payment

As is required by NJDOE, mentors receive compensation from mentee teachers for their services. The amount varies depending on the route and requirements required for the mentee. Specifically:

- Mentors for Traditional Route teachers or Alternate Route teachers in TFA receive \$550 for a full year of mentoring amounting to 30 weeks.
- Mentors for Alternate Route teachers receive \$1000 for a full year of mentoring amounting to 30 weeks. The payment will be automatically deducted from the mentee's paycheck over the course of several paychecks throughout the year. For alternate route teachers it will be deducted in \$125 increments over the course of 8 paychecks. For traditional route teachers it will be deducted in \$110 increments over the course of 5 paychecks. To receive the payment, the mentor teacher must submit completed mentor logs (available in Appendix B and on the Talent section of the NPS website (<http://www.nps.k12.nj.us/departments/talent/provisional-teacher-program/>)) to officially document mentoring sessions conducted throughout the year. The mentor logs must be signed by mentor, mentee and administrator and submitted to the Talent Office. Payment will only be processed if the mentor and mentee have met the minimum mentorship requirements. Mentors may submit their logs at the end of the school year.

Evaluation

Each novice teacher will be observed a minimum of three times by an NPS administrator; the mentor teacher is not involved in this process. For detailed information about the teacher evaluation process, see the NPS Teacher Evaluation Resources located on the NPS website (<http://www.nps.k12.nj.us/evaluation-resources/teacher-evaluations/>).

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Standard Certificate Application Process

After two full years of teaching under a Provisional Certificate and obtaining a minimum of two Effective ratings, a teacher can then apply for a standard certificate, by completing the following steps:

1. Apply online [here](#).

Appendix A: Excerpt from NJDOE Provisional Teacher Program Memo Have all current updates to this been made ?

SPECIAL EDUCATION AND BILINGUAL/BICULTURAL CERTIFICATES

Pursuant to *N.J.A.C.* 6A:9B-8, teachers of students with disabilities and teachers of bilingual/bicultural education must hold an instructional certificate appropriate to the subject or grade level to be taught. The subject to be taught and the level of instruction will determine the instructional certificate required for the teacher's assignment. For example, if a TOSD teacher is assigned to teach high school mathematics, the teacher is required to hold the Teacher of Mathematics certificate. Similarly, a bilingual/bicultural teacher assigned to teach high school mathematics is required to hold the Teacher of Mathematics certificate.

The requirement for completion of the PTP by each novice teacher will depend on the certificates that the teacher holds. A teacher who holds a CE in both TOSD and the instructional area or grade level to be taught is an alternate route teacher in both areas. We suggest that the standards-based pedagogy provided at the regional training centers throughout the state be completed during the first year of teaching. To obtain the standard TOSD certificate, the teacher must enroll in and complete the required pedagogy through an approved **New Jersey** college program. At the successful conclusion of the second year of teaching and the standards-based pedagogy, the teacher is eligible for recommendation for the standard subject area or grade level certificate. Upon completion of the TOSD program, the candidate submits an **online application** for the standard certificate and mails an original letter of program completion and an official transcript from the college or university to the Office of Certification and Induction.

Teachers who hold a standard instructional certificate and a CE for TOSD or bilingual must be registered in the PTP and work under a provisional certificate while completing the required pedagogy. Because they hold a standard certificate, and have previously been mentored and evaluated, they do not need to be mentored or evaluated a second time. Upon completion of the coursework, the candidate submits an online application and mails an original letter of program completion and an official transcript from the college or university to the Office of Certification and Induction.

Teachers who hold the Teacher of the Handicapped certificate are not required to obtain an instructional certificate appropriate to the grade level or area to be taught or enroll in the PTP. However, they must meet the "highly qualified" requirements to teach the subject or grade level and, as novice teachers, they must be mentored. (I think this certificate is old and they don't issue these anymore.)

CAREER AND TECHNOLOGY EDUCATION (CTE) CERTIFICATES OF ELIGIBILITY

Alternate route vocational candidates must hold a CE prior to being registered in the PTP. If there is a need to have work experience evaluated, the regular expedited process established by the Office of Certification and Induction and in conjunction with the County Superintendent Offices may be followed.

FORMAL INSTRUCTION FOR ALTERNATE ROUTE PROVISIONAL TEACHERS
[Attachments A & B]

Holders of CEs are required to complete formal instruction in the essential pedagogy required for the preparation of a novice teacher. Satisfactory completion of required formal instruction must be carefully considered with on the job performance when a building principal makes a final recommendation for standard certification.

Requirements for completion of formal instruction vary depending on the certificate sought:

- **Instructional area and elementary candidates** attend 400 hours of instruction at a regional training center or in an approved college-based alternate route program. A list of regional training sites and approved New Jersey college-based alternate route programs is attached.
- In addition to the above, **holders of the Teacher of Elementary School, K-6, CE** hired by school districts after October 30, 2009 must complete 45 hours of study in teaching language arts/literacy at the K-6 level, and 45 hours of study in teaching mathematics at the K-6 level. Exceptions include completion of equivalent coursework or teaching the subject for a full year prior to entering the PTP. Please see this [list of approved elementary language arts/literacy and math programs](#).
- **Middle School Specialization candidates** must complete study in the characteristics of early adolescents. This study is included in regional training center and college-based alternate route program curricula.
- **Career and technical education candidates** must complete 400 hours of instruction at a state approved career and technical education professional education center. The New Jersey CTE Alternate Route Teacher Program began operating in January 2011. Please see more information at <http://www-sbt.brookdalecc.edu/pages/4239.asp> as well as this list of [CTE endorsements](#).
- **Pre-school through grade three candidates** attend approved New Jersey college or university alternate route P-3 programs of at least 13 credits. A list of P-3 program providers is attached.
- **English as a Second Language (ESL) candidates** attend both 400 hours of instruction at a regional training center and complete an approved New Jersey college or university ESL program of at least 15 credits. A list of ESL program providers is attached.
- **Bilingual/bicultural candidates** who have a CE in their instructional area attend both 400 hours of instruction at a regional training center and complete an approved New Jersey College or University bilingual/bicultural program of at least 12 credits. A list of bilingual program providers is attached.

- **Bilingual/bicultural candidates** who have a CEAS in their instructional area complete an approved New Jersey college or university bilingual/bicultural program.
- **Teachers of Students with Disabilities candidates** who have a CE in their instructional area attend both 400 hours of instruction at a regional training center and complete an approved New Jersey college or university students with disabilities program of at least 21 credits. A list of TOSD program providers is attached.
- **Students with disabilities candidates** who have a CEAS in their instructional area complete an approved New Jersey college or university students with disabilities program.
- **Candidates holding a World Language Certificate of Eligibility** must complete at least three credits in second language acquisition theory and related methodologies within 12 months of initial assignment. A standard certificate may not be issued prior to completion of this requirement. A list of approved courses is available at <http://www.state.nj.us/education/aps/cccs/wl/courses.htm>.

REGIONAL TRAINING CENTERS FOR THE 2017 -2018 ACADEMIC YEAR

- **The 400 hours of formal instruction at regional training centers is offered in three phases: Phase 1 (80 hours), Phases 2, and Phase 3 (60 hours each). The cost of regional training will vary by provider. . Alternate route candidates should investigate prices and locations of classes on the [Department website](#) and give their contact person their first, second, and third choice of training center for inclusion on the PTP registration form. Once placed in a training center, a schedule and directions will be emailed to the district contact person.**

Please note that P-3, ESL, bilingual-bicultural, and TOSD candidates do not register for regional training center classes; rather, they must enroll in approved New Jersey college/university programs. A list of college/university programs is attached.

VERIFICATION OF COMPLETION OF FORMAL INSTRUCTION

Completion of formal instruction for alternate route teachers is verified by providers or candidates directly to districts or schools in order that administrators may complete PTP summative evaluations for candidates.

- Regional training centers send reports for each phase of instruction to principals and candidates (and to the state PTP Office).
- New Pathways to Teaching in New Jersey provides reports for each stage of instruction to candidates and principals (and to the state PTP Office).

- Providers of the 45 hour mathematics and language arts/literacy classes for elementary K-5 teachers send reports to candidates and principals (and to the state PTP Office).
- Candidates for the elementary K-5 certificate who are using an equivalent college/university course to satisfy the math and language arts requirement must submit a transcript showing completion of the course and a course description.
- Candidates for the elementary K-5 certificate who are using a year of teaching experience to satisfy the math and language arts requirement must submit a letter signed by the principal/director of the school in which the experience took place. The letter must include the **dates of employment and specify the subject and grade level taught**. The experience must have been completed prior to entrance into the PTP.
- College or university programs, including MAT, P-3, ESL, bilingual-bicultural, and TOSD programs, provide original letters of program completion. The letter should be attached to the summative evaluation along with an official transcript (where applicable) when it is sent to the state PTP Office by the district.

Recommendations for certification should consider the successful completion of all phases of instruction or all aspects of a college-based program before submission of the summative evaluation.

ATTACHMENT A

PROVISIONAL TEACHER PROGRAM - REGIONAL TRAINING CENTERS Tentative List for 2017 – 2018

LOCATION

RTC

NORTHEAST

Kearny
Montclair
Jersey City
Elizabeth
Newark
Paterson
Hackensack
Rockaway

NORTH CENTRAL

MUJC-New Providence

CENTRAL

Trenton
Sayreville
Bridgewater
Long Branch
North Plainfield

SOUTHWEST

Blackwood
LEAP Camden
West Deptford
Glassboro

SOUTHEAST

Toms River
Atlantic City
Stockton Campus

ATTACHMENT B

College-based Alternate Route Programs

Fairleigh Dickinson University Alternate Route MAT
Kean University Alternate Route Program
New Jersey City University New Pathways to Teaching in New Jersey
New Jersey City University World Languages Alternate Route

Alternate Route Programs with Pre-Service Requirements

New Jersey City University New Pathways to Teaching in New Jersey
Relay Graduate School of Education
Teach for America

P-3 Specialized Alternate Route Programs

Bloomfield College
Caldwell College
Kean University
Monmouth University
Montclair State University
New Jersey City University
Rutgers University Camden
The College of New Jersey
William Paterson University

Bilingual/Bicultural Approved Programs

Fairleigh Dickinson University
Georgian Court University
Kean University
Montclair State University
New Jersey City University
Richard Stockton College
Rider University
Rowan University
Rutgers - New Brunswick
Seton Hall University
William Paterson University

ESL Approved Programs

Fairleigh Dickinson University
Georgian Court University
Kean University
Monmouth University
Montclair State University
NJCU
Richard Stockton College
Rider University
Rowan University
Rutgers University - Camden

Rutgers University - New Brunswick
Seton Hall University
The College of New Jersey
William Paterson University

**Approved Special Education
Programs**

Bloomfield College
Caldwell College
Centenary College
College of Saint Elizabeth
Fairleigh Dickinson University
Felician College - Rutherford
Campus Georgian Court University
Kean University
Monmouth University
Montclair State
University New Jersey
City University
Richard Stockton College of New Jersey
Rider University
Rowan University
Rutgers University – Graduate School of Education
Saint Peter’s University
Seton Hall University
The College of New Jersey
William Paterson University

**Approved 45 Hour Programs for Holders of an Elementary K-5 CE – Regional Training
Centers**

Morris-Union Jointure Commission
Relay Graduate School of Education
Richard Stockton College of New Jersey
Rutgers University – Center for Effective School Practices
Saint Peter’s College
Seton Hall University

**Approved 45 Hour Programs for Holders of an Elementary K-5 CE – For-Credit
Programs**

Kean University
New Jersey City University New Pathways to Teaching in New Jersey

Appendix B: Important Forms

All forms are also available on the Talent section of the NPS website (<http://www.nps.k12.nj.us/departments/talent/provisional-teacher-program/>).

The Statement of Acknowledgement Form (required)

Deadline: First week of October 2017

This form officially documents the mentor-mentee partnership. The completed form (original) must be submitted to the Talent Office.

Mentor Partnership Agreement (optional – recommended to be maintained at school)

This form outlines the roles, responsibilities and commitment of all participants in the mentor relationship: mentor teacher, novice teacher and school leader.

Provisional Teacher Mentoring Log (required)

Deadline: / June 2018

Mentors must complete a mentor log each month to officially document mentoring sessions conducted throughout the year. At the end of the year, , mentors must submit their packet of mentor logs to the Talent Office to receive payment for mentoring services rendered. Payment will only be processed if the mentor has met the minimum requirements.

NPS Mentor Partnership Agreement

To be completed by the mentor and mentee:

We have agreed on the following priority areas as the focus of this mentoring relationship (See IPDP Goals of the novice teacher):

We have discussed the protocols by which we will work together, develop, and in that same spirit of partnership, collaborate on the development of a work plan. **In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:**

1. **Meet regularly.** *Outline the anticipated schedule of meetings, considering a goal of once per week and understanding the expectation of increased intensity at the beginning of the partnership.*

2. **Support professional growth.** *Outline potential opportunities both within the school and externally for targeted professional development experience.*

3. **Maintain confidentiality and honor ground rules.** *Ensure a shared understanding of confidentiality, and outline ground rules that will provide for a safe space of openness and risk-taking.*

4. **Provide regular feedback to each other.** *A successful relationship requires feedback in both directions. Outline strategies and benchmarks to ensure a time for reflection and feedback on performance and the mentor relationship.*

Novice Teacher Signature & Date

Mentor Teacher Signature & Date

Principal Signature & Date