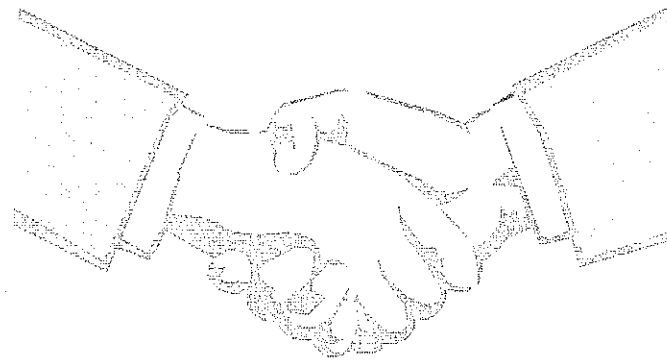


Clementon School District



2016-2017 Mentoring Plan

August 2016

District Mentoring Plan: The District Plan Development and Approval Process

Required	Components of Mentoring Plan	Included
X	Title Page	X
X	Table of Contents	X
X	Section 1: District Profile –District profile sheet –LPDC signoff sheet-Board of education approval form	X
X	Section 2: Needs Assessment –Current assessment of the mentoring for quality induction program (reflection of past process and projection for future progress) –Current needs of district mentoring plan	X
X	Section 3: Vision and Goals –Mentoring program vision -Mentoring program goals (measurable; aligned with the New Jersey Professional Standards for Teachers and NCLB Professional Development)	X
X	Section 4: Mentor Selection –Guidelines for selection of mentors –Application process and criteria for selection of mentors	X
X	Section 5: Roles and Responsibilities of Mentors	X
X	Section 6: Professional Learning Components for Mentors (aligned with New Jersey Professional Standards for Teachers)	X
X	Section 7: Professional Learning Components for Novice Teachers (aligned with New Jersey Professional Standards for Teachers)	X
X	Section 8: Action Plan for Implementation	X
X	Section 9: Resource Options Used	X
X	Section 10: Funding Resources (state or district support)	X
X	Section 11: Program Evaluation (i.e. – evidence of teacher retention, impact on teacher effectiveness and student learning)	X

TABLE OF CONTENTS

PREFACE	
a. Local mentoring Plan Checklist	2
b. Table of Contents	3
SECTION 1: DISTRICT PROFILE	
a. District Profile Sheet	4
b. LPDC Signoff Sheet	5
c. Board of Education Approval and Comment Form	6
d. Board of Education Approval Notification	7
SECTION 2: NEEDS ASSESSMENT	
a. Current Assessment of Mentoring Program	8-9
SECTION 3: VISION AND GOALS	
a. Mentoring Program Vision	10
b. Mentoring Program goals	10-11
SECTION 4: MENTOR SELECTION	
a. Guidelines for Selection of Mentors	12
b. Application Process and Criteria for Selection of Mentors	12
SECTION 5: ROLES AND RESPONSIBILITIES	13
SECTION 6: PROFESSIONAL LEARNING COMPONENTS FOR MENTORS	
a. List of Professional Learning Opportunities	14-17
b. Explanation of How the Plan Aligns with NJ Professional Standards for Teachers	14-17
SECTION 7: PROFESSIONAL LEARNING COMPONENTS FOR MENTEES	
a. List of Professional Learning Opportunities	18
b. Explanation of How the Plan Aligns with NJ Professional Standards for Teachers	18-19
SECTION 8: ACTION PLAN FOR IMPLEMENTATION	20
SECTION 9: RESOURCE OPTIONS USED	21-22
SECTION 10: FUNDING RESOURCES	23
SECTION 11: PROGRAM EVALUATION	24-28
ADDITIONAL DOCUMENTS TO BE USED BY MENTOR AND MENTEE	29-34
APPENDICES	35-36

SECTION 1: DISTRICT PROFILE

District Profile Sheet

Name of District: Clementon Elementary School

District Code: 0880 County Code: 07

District Address:

4 Audubon Avenue
Clementon, NJ 08021

Chief School Administrator: Lynn DiPietropolo, Superintendent/Principal

Mentoring Program Contact: Adrienne McManis, Assistant Principal/Director of Special

Education

Mentoring Program Contact Phone: (856)783-2300 x1013

Mentoring Program Contact E-mail: mcmanisa@clementon.k12.nj.us

Type of District (check one): Pre-K - 8

SECTION 1: DISTRICT PROFILE
LPDC Signoff Sheet

Name of District: Clementon Elementary School

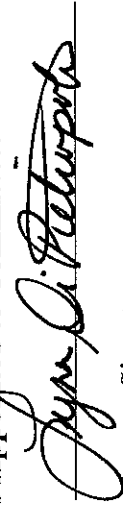
Code: 0880

County: Camden

Code: 07

Names of Administrators Appointed to Committee:

Lynn DiPietropolo



Super./Principal

dipietropolo@clementon.k12.nj.us

Signature

Position

Email

Adrienne McManis



Asst. Principal

mcmanisa@clementon.k12.nj.us

Signature

Position

Email

Contact Person: Adrienne McManis

Phone: (856) 783-2300, Ext. 1013

FAX: (856) 783-8929

Email: mcmanisa@clementon.k12.nj.us

SECTION 1: DISTRICT PROFILE

Board of Education Approval and Comment Form

Date Plan reviewed:

Date Plan returned for revision:

Date Plan accepted:

District: Clementon

Code: 0880

County: Camden

Code: 07

	YES	NO	COMMENTS
Section 1: District Profile	X		
a. District profile sheet	X		
b. LPDC signoff sheet	X		
c. Board of Education approval form	X		
Section 2: Needs Assessment	X		
a. Current assessment of mentoring program	X		
b. Current needs of district mentoring plan	X		
Section 3: Vision and Goals	X		
a. Mentoring program vision	X		
b. Mentoring program goals	X		
Section 4: Mentor Selection	X		
a. Guidelines for selection of mentors	X		
b. Application process and criteria for selection of mentors	X		
Section 5: Roles and Responsibilities	X		
Section 6: Professional Learning Components for Mentors	X		
Section 7: Professional Learning Components for Novice Teachers	X		
Section 8: Action Plan for Implementation	X		
Section 9: Resource Options Used	X		
Section 10: Funding Resources	X		
Section 11: Program Evaluation	X		

DISTRICT BOARD OF EDUCATION APPROVAL NOTIFICATION

County Superintendent

The Clementon Board of Education has reviewed and approved the local mentoring plan developed by the Clementon Local Professional Development Committee. The Clementon Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J.A.C. 6A: 9-8.4.

A copy of the district profile sheet and the board of education's review of the plan have been attached.

Board of Education President

Board of Education Vice-President

Date

SECTION 2: NEEDS ASSESSMENT

Place an "X" in the box that is appropriate for each item.

School District-wide Planning Process	Yes	No	Partially
<ul style="list-style-type: none"> Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local Professional Development Committee (LPDC) to develop a mentoring plan aligned with state regulations? 	X		
Criteria-based Selection and Matching of Mentors			
<ul style="list-style-type: none"> Does our district mentoring plan include at least the criteria for mentor selection in state regulations? 	X		
<ul style="list-style-type: none"> Are mentors selected based on the criteria stated in the regulations? 	X		
<ul style="list-style-type: none"> Does our district have criteria for matching mentors and novice teachers? 	X		
<ul style="list-style-type: none"> Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan? 	X		
Mentor Services			
<ul style="list-style-type: none"> Do mentors receive training in the skills of conferencing and feedback? 			X
<ul style="list-style-type: none"> Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment? 			X
<ul style="list-style-type: none"> Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher? 	X		
Novice Teacher Services			
<ul style="list-style-type: none"> Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers? 			X
<ul style="list-style-type: none"> Are novice teachers brought together regularly during the year for networking opportunities? 		X	
<ul style="list-style-type: none"> Are novice teachers given time and support to observe their mentors and other colleagues, and to be observed by their mentors and other teachers? 	X		
Leader Services			
<ul style="list-style-type: none"> Do school leaders model a range of ways to support novice teachers at their schools? 	X		
<ul style="list-style-type: none"> Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers? 	X		
<ul style="list-style-type: none"> Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers? 	X		

District Board of Education and Community			
• Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?			X
• Is the community invited to support district efforts to nurture novice teachers?		X	

Reflection of Past Process:

The Clementon School District utilized the process of choosing mentors based on guidelines set forth in the District Mentoring Plan aligned with New Jersey state regulations.

Mentor Services are not comprehensive in that our district lacks specific training for mentor skills. A new teacher orientation is provided, however, at the start of the school year for mentoring guidelines and opportunities. Support is given to new teachers through district programs and administrative observations.

Projection of Future Progress:

Clementon School will strive to implement rigorous mentor training in specific communication, support and conferencing skills. As our mission is to reach out to our community we will bridge this gap with community, parent and teacher involvement. Our administration will continue to utilize the District Professional Development Plan in conjunction with the mentoring process focusing on opportunities for networking and training.

Current Needs of the District Mentoring Plan:

1. Ongoing needs assessment:

- Use the Self-assessment Tool to identify areas of strength and weakness.
- Use the open-ended questionnaires to identify changes needed for schedules, locations, the process of matching mentors to new teachers, etc.
- Involving mentors in the new staff training sessions.
- Administrative check-in with district mentors.

2. Develop objectives for the mentor program:

- Write measurable objectives that clarify the expected outcomes of the program.
- Correlate objectives to the goals.

SECTION 3: VISION AND GOALS

VISION:

The Clementon School District believes that novice teachers will benefit and grow in their profession through a formal induction program. The mentoring program will focus on the professional growth of the novice teacher through the support, guidance, and advice of the mentoring team. As new teachers enter the profession, they have the right to a collaborative and reflective process that will enhance their learning and enable the students they teach to achieve at higher levels.

GOALS:

Teachers will demonstrate knowledge of the Standards as evidenced by the indication of standards in lesson plans, and through quarterly analysis of standards taught.

- 1) Enables classroom professionals to help students achieve the standards.
- 2) Routinely reviews the alignment of professional development content with standards and with the framework in all disciplines.
- 3) Assists educators to develop assessment strategies linked to the appropriate standards.

Teachers will exhibit exemplary teaching skills and educational practices as evidenced by satisfactory ratings on classroom observations.

- 1) Enables educators to adjust instructional strategies based on knowledge of how students learn and develop.
- 2) Enables educators to plan and design approaches and strategies to support the intellectual, social, and personal development of each learner.
- 3) Enables educators to provide challenging and developmentally-appropriate curricula that engage students in learning and thinking.
- 4) Assists educators in adapting instruction based on observation.

Teachers will show evidence of continued learning in their field through professional development hours.

- 1) Assists educators in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines.
- 2) Empowers educators to connect their learning to what they teach and to incorporate new concepts into practice.
- 3) Provides for ongoing support for individual educators within the school environment.

MENTORING PROGRAM GOALS:

- Inform and involve committees regarding the mentor program and process.
- Create an extensive Mentor Manual that will provide guidance for selecting and training mentor teachers, clarifies the responsibilities of the mentor/mentee, lists a time table of topics to be discussed, and suggests effective mentoring activities.

REGULATIONS:

- All novice teachers (those holding a Certificate of Eligibility with Advanced Standing) will participate in a one-year mentoring program (30 weeks).
- All novice teachers (those holding a Certificate of Eligibility or Alternate Route Candidate) will participate in a one-year mentoring program (34 weeks).

- All teachers new to the school district (those holding a Standard Certificate) will participate in a one-year mentoring program (30 weeks)

SECTION 4: MENTOR SELECTION

Guidelines for Selection of Mentors

- The Mentor and novice teacher relationship is confidential.
- The Mentor has the ability to work well with adults.
- The Mentor is a responsible listener.
- The Mentor is a role model for learning.
- The Mentor is committed to assisting colleagues in their quest for new strategies and techniques.
- The Mentor is flexible and open to change.
- The Mentor is able to discuss problems and solutions, offering constructive feedback.
- The Mentor is a true professional who believes in the value of the profession and impacting the style of a Novice.
- The Mentor has the ability to organize and plan for the educational needs of the students.
- The Mentor is willing to invest the time needed to meet the professional needs of the Novice Teacher.

Application Process and Criteria for Selection of Mentors

1. Application Process:

- Mentor teachers will fill out a Mentor Intent Form (Appendix A) to be submitted to the assistant principal. Each mentor must have the Intent Form signed by three persons, (the assistant principal, the superintendent, and a colleague) who must attest to the mentor's ability to perform his/her responsibilities. The mentor will be selected by the principal from the pool of volunteers. The principal shall rotate the mentoring positions among those teachers who meet the criteria.
- Administration will facilitate the successful interaction of the mentor teacher and the novice teacher.
- A mentor teacher shall mentor one novice at one time.

2. Criteria for the selection of mentor teachers

- Wherever possible, the mentor teacher should be certified in the same field as the novice teacher. Additionally, where possible, the mentor teacher could be teaching the same grade level of content area.
- The mentor teacher should be a fully certified, highly qualified, tenured teacher in the Clementon School District; when possible.
- The mentor teacher should possess the characteristics listed under Guidelines for Effective Mentors.

REGULATIONS:

- Mentor teachers are selected on the basis of their content and instructional expertise and understanding of the district norms, values, and resources.

SECTION 5: ROLES AND RESPONSIBILITIES FOR MENTORS

An initial meeting shall be held between the mentor teacher and the novice teacher to define their relationship and to come to a mutual understanding of how best to work together. This will be held before the start of the school year, when possible.

The mentor will establish a relationship with the novice teacher that encourages the novice teacher to ask questions that facilitate the providing of information and support by the mentor.

The mentor will assist the novice teacher in adjusting to, and becoming familiar with, the school and the school's policies and procedures, resources, referrals systems, etc. Novice teachers and their mentor will meet at least twice a month to discuss practice, build collegial support and to observe effective teaching practice. These meetings will be documented using the Mentor Meeting Form (Appendix B). All forms must be submitted to the Assistant Principal on a monthly basis.

The mentor will also visit the novice teacher's classroom, at least three times during the year, and give appropriate feedback, teaching tips and techniques and suggestions for classroom management. Visitations are not for the purpose of evaluations but to provide insight and suggestions for improvement. These observations will not be used for administrative evaluation. Visitations will focus on areas previously agreed upon in a pre-visit conference.

The mentor teacher shall encourage the novice teacher to take advantage of any resources that would be of benefit. These would include visits to the class of the mentor and other experienced classroom teachers both in and out of the building.

SECTION 6: PROFESSIONAL LEARNING COMPONENTS FOR MENTORS

MENTOR RESPONSIBILITIES

Teacher development depends on the interaction between the learner (novice teacher) and the learning environment.

When viewing a teacher's professional growth, it is important to consider the characteristics and influences of the individual as well as the school environment and teaching profession.

Dialogue and discussion are key communication activities that facilitate ongoing professional growth for both novice teacher and mentor. Different types of contact provide numerous ways for mentor and novice teacher to have ongoing interactions. Types of contact include one-on-one interaction, grade level/discipline team meetings, interactive journal, phone calls, e-mails, conferences, drop-in visit, etc.

Many first-year teachers feel inadequate and unprepared; have limited knowledge of content and pedagogy; lack information regarding school/district policies and procedures; have limited knowledge and experience dealing with the diverse needs of their students; and have minimal competence in classroom management and organization.

Standards-based formative assessments can provide a confidential structure for interaction between a mentor and a novice teacher and allow for reflection on strengths and areas for growth.

The mentor can guide and support the novice teacher in identifying professional learning activities most appropriate to improve classroom teaching. The mentor can help the novice teacher identify and make progress toward his/her identified professional goals by focusing on what types of data to collect during classroom observations, collaboratively planning lessons, making suggestions, and modeling lessons for the novice teacher.

Because of the special relationship between mentor and novice teacher, the interaction is confidential. Therefore, it is important for the school leader to provide time for interactions between mentor and novice teacher and to honor the confidentiality between the two. In order to maintain the confidentiality and trusting relationship between the mentor and the novice teacher, the school leader should not ask or expect the mentor to provide information that would be considered "evaluative" or to influence the evaluation conducted by the school leader.

Formative assessments used in the mentoring relationship include the following characteristics:

- An ongoing measurement of growth over time;
- Evidence of student learning and teacher practice to help identify areas of strength and for growth;
- Objective and data-based;
- Responsive to the teacher's developmental needs;
- Interactive and collaborative;
- Assessment tools that support inquiry and reflection (ETS, 2001, p. 28).

Confidential collaborative assessment logs can be used as the basis for accountability and interaction

between the mentor and the novice teacher. Collaborative assessment logs may include the following criteria:

- A clearly articulated goal related to a professional teaching standard;
- A developmental guide and support system based on continuous discussion and ongoing assessment.

The Administration is responsible for developing and implementing both the district professional development and mentoring plans. The plans need to be aligned with the district needs and state standards including the New Jersey Professional Standards for Teachers, the New Jersey Professional Development Standards, Curriculum Standards, and district curricula. It is important that the district, school, and individual professional development goals are in alignment with the needs of the students and teachers in the district.

The district may require orientation and training workshops prior to the start of each school year. The district orientation workshops can be designed to help novice teachers become familiar with the district, its policies and procedures, standards, and district curriculum, program initiatives, and effective research-based strategies.

Some professional learning opportunities (e.g., workshops, study groups, grade level/department meetings) may be required within the district and aligned with district initiatives.

These may include such topics as literacy and mathematics, differentiated instruction, instructional use of technology, and behavioral management. Other professional learning activities may be based on the individual's needs and professional goals.

The novice teacher and the mentor can individually or collaboratively engage in a variety of professional learning opportunities. These may include action research, case discussions, curriculum development, data analysis of student work, journaling, lesson study, portfolios, or study groups. During the first year of teaching, the novice teacher might keep a portfolio of significant artifacts with reflections of individual professional growth, both successes/accomplishments and areas identified for improvement with progress shown. Based on an individual growth plan, the novice teacher might collect the following artifacts: journal entries articulating a growing professional knowledge and skills; video evidence of the use of effective classroom practices; samples and analysis of student work; and documentation of applied professional learning.

Resources to assist the mentors, novice teachers, and training providers to design professional learning opportunities that engage novice teachers in reflective practice are included in the Appendix.

The novice teacher and mentor might engage in frequent electronic communication as one way to discuss classroom experiences, ask questions, share resources, or reflect without having to schedule a face-to-face meeting.

Effective teaching depends on effective lesson planning, which can be overwhelming for the novice teacher. Developing strategies for effective teaching is an ongoing process that requires the teacher to link curriculum, instruction, and assessment. To be effective, the mentor teacher assists the mentee to:

1. Develop instructional strategies and methods that:

- Cover essential core curriculum content over the course of the year;
- Schedule each day and week to address all subject areas within the given time frames;

- Plan daily lessons and thematic units;
- Constantly align lesson objectives with standards to be addressed
- Maximize time spent on learning; and
- Develop plans that incorporate Marzano Elements.

2. Select curriculum materials, always keeping standards in mind; and

3. Perform standards-based assessments (formative, diagnostic, summative, formal, and informal)

A mentor can provide assistance to the novice teacher based on his/her type of concern, which might include:

- **Personal:** The novice teacher may benefit by having discussions with other teachers who have also struggled with specific teaching practices and challenging situations in their own classrooms.
- **Management:** The mentor may demonstrate a lesson for the novice teacher or the novice teacher may observe or be coached by the mentor after he/she has taught a lesson for the purpose of learning a new teaching practice.
- **Collaboration:** The novice teacher and mentor work together collaboratively to plan and/or reflect on teaching practices that impact student learning.

A mentor should:

- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedure, resources, and personnel;
- Document mentoring activities and time;
- Provide opportunities for the novice teacher to observe the mentor and other content experts;
- Observe the novice teacher during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management;
- Be a model of professionalism;
- Encourage the novice teacher to participate in collaborative professional learning activities, such as action research, team meetings, and reflective practice; and
- Assist the novice teacher in understanding the importance of and receiving the benefits of the district's observation/evaluation procedures.

Assist the mentee as they learn:

- Effective teachers anticipate potential problems as a means to limit disruption.
- Effective classroom teachers resolve minor inattention and disruption before they become major disruption.
- Effective classroom managers are able to increase student engagement in learning and make good use of every instructional moment.
- Effective teachers seem to have eyes in the backs of their heads.

Novice teachers are hired with either a Certificate of Eligibility (CE) or a Certificate of Eligibility with Advanced Standing (CEAS) that permits them to seek work and results in their obtaining provisional instructional certification. The district must immediately enroll the newly hired novice teacher in the Provisional Teacher Program at the New Jersey Department of Education. The Department of Education will provide the district, the school leaders, and the novice teacher with the appropriate forms for the provisional year. During the provisional year, the novice teacher is mentored and

supervised according to state and district policies.

During the first year of teaching under a provisional certificate, teachers will be evaluated by the school leader three times using state forms which, once completed, are copied and sent to the Department of Education.

- The first formative evaluation shall be completed at the end of 10 weeks.
- The second formative evaluation shall be completed at the end of 20 weeks.
- The third summative evaluation shall be completed at the end of 30 weeks.

After completion of the summative evaluation, the school leader will make one of the following three recommendations:

- Approved: State Department of Education issues a Standard Certificate.
- Insufficient: The CEAS remains in effect for a maximum of one more year.
- Disapproved: The CEAS is invalidated. The novice teacher may appeal this decision to the New Jersey State Board of Education.

The novice teacher must receive a copy of each evaluation within 15 days of completion. State regulations make it clear that the mentor teacher shall not assess, evaluate, or give input on the performance of the provisional teacher.

SECTION 7: PROFESSIONAL LEARNING COMPONENTS FOR MENTEES

MENTEE RESPONSIBILITIES

It is important for novice teachers to understand their responsibilities during the induction process.

State regulations require that the novice teacher:

- Participate in the Provisional Teacher Program, which requires mentoring;
- Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period;
- Establish regular weekly conferencing times to discuss novice teacher needs, obtain ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the State Standards;
- Maintain confidentiality for all mentor-novice activities;
- Contribute to ongoing program evaluation.

It is suggested that the novice teacher also:

- Document mentoring activities and time;
- Provide opportunities for the mentor to observe through a collegial coaching model;
- Share openly effective strategies and techniques,
- Develop professional goals;
- Participate actively in a learning community;
- Observe the mentor and other content experts during the school year;
- Be open to constructive feedback from mentor, school leaders, and other content experts.

The Clementon School District will provide additional support for our mentors and mentees. Below is a timeline that will include annual, ongoing and sustained professional development.

Timeline	PD Topics
Summer (Annually) District Provided	Each summer the mentor and mentee will attend a district training session that could include topics such as roles and responsibilities, state standards, NJ Professional Standards for Teachers, district curriculum, the mentoring plan, policies and procedures, Marzano, etc.
September – June (Ongoing and Sustained) Mentor and Mentee Meetings	During the school year, the mentor and mentee will take the information from the initial summer meeting and develop a relationship based upon the mentoring plan. Topics will be expanded upon during the school year.
September – June (Ongoing and Sustained) Administrative Meetings with Mentor and Mentee	During the school year, the administration may hold monthly meetings with the Mentor and Mentee to discuss their collaboration, roles and responsibilities, etc. The purpose of these meetings will also include making any adjustments to the mentoring plan based on

	evidence of student work in the novice teacher's classrooms. Discussions with the administration and the novice teacher and their mentors will also be taken into consideration when evaluating and/or adjusting the mentoring plan.
--	--

SECTION 8: ACTION PLAN FOR IMPLEMENTATION

Activity	Date	Person Responsible
<ul style="list-style-type: none"> • Administer the Self Assessment Tool 	Every November	<ul style="list-style-type: none"> • School Improvement Panel (ScIP) • Superintendent/Principal • Assistant Principal
<ul style="list-style-type: none"> • Needs Assessment Questionnaire for Novice Teachers 	Every November Every May	<ul style="list-style-type: none"> • Mentor Teachers
<ul style="list-style-type: none"> • Needs Assessment Questionnaire for Mentors 	Every November Every May	<ul style="list-style-type: none"> • Mentor Teachers
<ul style="list-style-type: none"> • Open Ended Questionnaires 	Every May	<ul style="list-style-type: none"> • District Administration
<ul style="list-style-type: none"> • Develop Objectives 	Every November	<ul style="list-style-type: none"> • School Improvement Panel (ScIP)
<ul style="list-style-type: none"> • Revise Mentor Plan As Needed 	Ongoing – Every August	<ul style="list-style-type: none"> • District Administration • ScIP

SECTION 9: RESOURCES OPTIONS USED

RESOURCES

The mentor plan will be implemented with appropriate resources that support the success of mentor and novice teachers.

Supporting information for use by the Mentor/Mentee:

- School District Hand Book
- Marzano Blue Hand Book
- School District Website
- Orientation to School Procedures
- Mentoring Intent Form
- Professional Reference Forms
- Mentoring Documentation Form
- New Teacher Survey — Pre-Program Inventory
- Mentoring Contract
- Mentee Expectation Survey - Pre-First-Year Inventory
- Mentee Skill Rating Inventory
- Reflective Journal
- Questions for Self-Reflection When Creating Your Portfolio
- Creating A Teaching Portfolio
- Reflective Knowledge for Planning
- Teacher Self-Reflection Survey
- Mentee Expectations Survey - Post-First-Year Inventory
- Mentee Teacher Survey — Concluding Evaluation
- Mentor Teacher Survey — Concluding Evaluation
- Teaching Portfolio
- Purpose and Goals of the District
- New Jersey Professional Standards for Teachers
- Mentoring Discussion Topics
- New Jersey Mentoring Regulations - Subchapter 14
- Letter of Interest (sample)
- Responsibilities of the Mentor
- Criteria for Mentor Teacher Selection
- Teacher Notification Form
- "Mentors"
- Guidelines for Effective Mentors
- Collaborative Assessment Log
- Monthly Mentoring Activities
- Elements of the Mentoring Process
- Mentor Training Information
- Mentor Committee Information
- Responsibilities of the Novice Teacher

- Evaluating Mentoring Program Information
- Planning for Evaluation of Program
- Data Collection for Program Evaluation
- Self-Assessment for Program Evaluation
- Professional Development Effectiveness
- Staff Development - Assessing Program Impact
- Mentee Responsibilities
- Designing Professional Goals
- Observation Preparation
- Organizing for Success
- Three Phases of Mentee Development
- Designing SMART Goals
- Make Every Moment Count
- Professional Learning Components for Mentors
- Action Plan Format

SECTION 10: FUNDING RESOURCES

STIPENDS FOR MENTORING

District boards of education in public schools only shall review the levels of compensation, released time and other terms and conditions of employment of novice teachers and mentor teachers. These shall be subject to negotiations between the local board of education and collective bargaining agent.

The following payment procedures are in effect:

The Mentee is responsible for paying the following rate, directly to the district business office.

- New Teachers (traditional route, including Special Education) \$50
- New Teachers (alternate route) \$50
- Teachers New to the District \$50

The Mentor Teacher shall be paid from the district business office at the following rate:

- New Teachers (traditional route, including Special Education) \$50
- New Teachers (alternate route) \$50
- Teachers New to the District \$50

- Stipends will be paid at the conclusion of the 2016-2017 academic year.

SECTION 11: PROGRAM EVALUATION

The Program Evaluation forms, along with the qualitative data collected from the Mentor and Mentee will be used to report on the implementation of effectiveness of the local mentoring plan.

We are using a systematic process to collect, analyze, and interpret the data gathered from multiple sources in order to make decisions about the program.

EVALUATING A PROGRAM

In evaluating a program, it is important first to be clear about what is meant by "program" and by "evaluation". A program is "a set of activities (e.g., components of a professional development program), supported by a variety of inputs or resources {e.g., staff, equipment, money), that is intended to achieve specific outcomes (e.g., teaching skills aligned to standards) among particular target groups {e.g., classroom teachers)."

Evaluation means acquiring and assessing information systematically to make informed decisions for continuous improvement of a program.

State regulations for mentoring require the district board of education to report annually in its QAAR on the implementation and effectiveness of the local mentoring plan through program impact on job satisfaction, adequacy of time and training for mentoring, and recommended program changes and additions. The sections within the QAAR where evidence of program impact can be reported are: implementation of the mentoring plan, achievement of the program goals; and the professional learning activities.

- Is the data collection method (survey, interview, observation, internal records, official records) appropriate for the outcomes and indicators?
- Does the plan rely on external sources of data or require collaboration with other agencies? If so, will it be possible to get the data?
- Are the measurement approaches and tools culturally relevant?
- Can the approach/tools likely be implemented within available program resources?
- Does the data collection schedule include time point(s) that follow completion of services or program activities?
- Does the frequency of data collection match the level of contact with participants? {e.g., greater frequency with greater level of contact)?
- Are the roles and responsibilities clear for all the staff involved in collecting data?
- Is there a staff person (or staff team) responsible for managing and monitoring the process to assure the work is completed on time and is of high quality?

DATA COLLECTION FOR PROGRAM EVALUATION

SURVEYS

- | | | |
|---|-----|----|
| 1. Do I need data from the perspective of the novice teacher, mentor, or school leader? | Yes | No |
| 2. Do I have a way to get it from these individuals in a systematic way? | Yes | No |
| 3. Do I need data that are standardized so that statistical comparisons can be made (e.g., will I need to report percents or other statistics?) | Yes | No |
| 4. Will participants be able to understand the survey questions? (Consider age, cultural background, etc) | Yes | No |
| 5. Do participants have the necessary knowledge or awareness to accurately answer questions about the outcomes? | Yes | No |

If you have answered YES to questions #1 through 5, surveys may be appropriate/or collecting data on your outcomes and indicators.

INTERVIEWS

- | | | |
|--|-----|----|
| 6. Are more in-depth answers necessary to adequately measure the indicators or to get information on what is needed or what should change? | Yes | No |
| 7. Will it be necessary for someone to personally ask participants questions (either on the phone or in person) in order to collect the information related to this outcome? (Consider age or cultural background, as well as state of mind or receptivity of participants.) | Yes | No |

If you have answered YES to questions #6 and 7, interviews may be appropriate for collecting data on your outcomes and indicators.

OBSERVATIONS

- | | | |
|--|-----|----|
| 8. Is it difficult to accurately measure the indicators by asking people questions about opinions and perceptions? | Yes | No |
| 9. Can this outcome or indicator be assessed accurately by someone trained to observe it in action — can something actually be observed? | Yes | No |
| 10. Do you have the staff resources for someone to observe events, conditions, interactions or behaviors? | Yes | No |

If you have answered YES to questions #8, 9 and 10, observation may be appropriate/or collecting data on your outcomes and indicators.

INTERNAL RECORD REVIEW

- | | | |
|---|-----|----|
| 11. Do you have individualized records, reports, logs or other systematic ways that you track things in your program or services? | Yes | No |
| 12. If an information system exists, are the data consistently entered into it in a timely way? | Yes | No |
| 13. If a system exists, can information be extracted from it easily? | Yes | No |

If you have answered YES to questions #11, 12, and 13, internal record review may be appropriate/or collecting data on your outcomes and indicators.

OFFICIAL RECORD REVIEW

- | | | |
|---|-----|----|
| 14. Do official records exist which track the data you need on your outcomes and indicators? | Yes | No |
| 15. Are the data accessible to you - will it be possible to get the cooperation of outside agencies or institutions in order to get access to official records? | Yes | No |

If you have answered YES to questions #14 and 15, official record review may be appropriate for collecting data on your outcomes and indicators.

PROFESSIONAL DEVELOPMENT EFFECTIVENESS

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reaction	<ul style="list-style-type: none"> ▪ Did they like it? ▪ Was their time well spent? ▪ Did the material make sense? ▪ Will it be useful? ▪ Was the leader knowledgeable and helpful? ▪ Were the refreshments fresh and tasty? ▪ Was the room the correct temperature? ▪ Were the chairs comfortable? 	<ul style="list-style-type: none"> ▪ Questionnaires administered at the end of the session. 	Initial satisfaction with the experience.	To improve program design and delivery.
2. Participants' Learning	<ul style="list-style-type: none"> ▪ Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> ▪ Paper and pencil instruments ▪ Simulations ▪ Demonstrations ▪ Participant reflections (oral and/or written) ▪ Participant portfolios 	New knowledge and skills of participants.	To improve program content, format, and organization.
3. Organization Support & Change	<ul style="list-style-type: none"> ▪ What was the impact on the organization? ▪ Did it affect organizational climate and procedures? ▪ Was implementation advocated, facilitated and supported? 	<ul style="list-style-type: none"> ▪ School records ▪ Minutes from follow-up meetings ▪ Questionnaires ▪ Structured interviews with participants and school administrators ▪ Participant portfolios 	The organization's advocacy, support, accommodation, facilitation, and recognition.	To document and improve organizational support. To inform future change efforts.
4. Participants' Use of Knowledge and Skills	<ul style="list-style-type: none"> ▪ Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> ▪ Questionnaires ▪ Structured interviews with participants and school administrators ▪ Participant portfolios ▪ Direct observations ▪ Video or audio tapes 	The degree and quality of implementation.	To document and improve the implementation of program content.
5. Student Learning Outcomes	<ul style="list-style-type: none"> ▪ What was the impact on students? ▪ Did it affect student 	<ul style="list-style-type: none"> ▪ Student records ▪ School records ▪ Questionnaires 	Student learning outcomes: <ul style="list-style-type: none"> ▪ Cognitive 	To focus and improve all aspects of program design,

	<p>performance or achievement?</p> <ul style="list-style-type: none"> ▪ Did it influence students' physical or emotional well-being? ▪ Are students more confident as learners? ▪ Is student attendance improving? ▪ Are transfers decreasing? 	<ul style="list-style-type: none"> ▪ Structured interviews with students, teachers, parents, and/or administrators ▪ Participant portfolios 	<p>(Performance & Achievement)</p> <ul style="list-style-type: none"> ▪ Affective (Attributes & Dispositions) ▪ Psychomotor (Skills & Behaviors) 	<p>implementation, and follow-up. To demonstrate the overall impact of professional development.</p>
--	--	---	--	--

STAFF DEVELOPMENT
ASSESSING PROGRAM IMPACT

Desired Changes	Definition	Student	Novice Teacher	Mentor	School Leader
Knowledge	Conceptual understanding of information, theories, principles, and research.				
Attitude	Beliefs about the value of particular information or strategies				
Skills	Strategies and processes to apply knowledge				
Aspiration	Desires, or internal motivation, to engage in a particular practice				
Behavior	Consistent application of knowledge and skills				

**THE FOLLOWING DOCUMENTS ARE TO BE USED
BETWEEN THE MENTOR AND MENTEE**

THREE PHASES OF MENTEE DEVELOPMENT

To be used between mentor and mentee at initial meeting.

- **First phase:** The novice teacher focuses on orienting him/herself to the school culture and learning the school policies and procedures, which include getting supplies, organizing the classroom, finding resources, and becoming an integral part of the school faculty.
- **Second phase:** The novice teacher begins to focus on classroom management skills, setting short-term goals and other issues related to teaching and learning.
- **Third phase:** The novice teacher engages in a deeper understanding of teaching practices through ongoing professional learning opportunities based on student needs.

The different phases of concern and the feelings experienced by the novice teacher at the different levels, starting with self, then task, and finally, impact.

Phases of Concern

Phase	Exemplar	Feelings	General Level
6. Refocusing	I'd like to adapt the curriculum to better meet the needs of the students.	Confident	Impact
5. Collaboration	I am eager to share these ideas with my teammates at school.	Excited	
4. Consequence	Are all students connecting with the lesson?	Puzzled Successful	
3. Management	I never have enough time to do everything that is needed. How can I keep up with all of this paperwork?	Frustrated	Task
2. Personal	How will this new program affect me? Will the parents like and respect me?	Anxious	Self
1. Informational	I need more information about the district curriculum guidelines.	Curious	
0. Awareness (lack of)	I'm not the least bit concerned about the new program.	Apathetic	

DESIGNING PROFESSIONAL GOALS

The mentor works collaboratively with the novice teacher to identify the novice teacher's strengths and areas for improvement in teaching practice. Formal and informal assessments used to determine area of focus may include: self-assessments; collaborative assessment logs; data gathered by observations during classroom visitations; and analysis of student work in relation to state standards.

Once an area of focus for professional growth has been determined, the novice teacher can write a SMART goal, which is specific, measurable, attainable, relevant, and tactically sound. The criteria for completing a SMART goal include:

- **Specific:** The goal must be based on the New Jersey Professional Standards for Teachers and clearly state what is to be accomplished;
- **Measurable:** The goal needs to be results-oriented with evidence of achievement;
- **Achievable:** The goal must be within reach given the time frame and resources available;
- **Relevant:** The goal must address a need based on data that will enhance student learning;
- **Tactically sound:** The goal must identify barriers and challenges in process of achieving desired results.

S.M.A.R.T

My proposed goal:

Smart Goal Criteria			How the Goal Meets the SMART Goal Criteria
S	Specific, Standards-based	<ul style="list-style-type: none"> ▪ Clearly focused on what is to be accomplished and why this is important ▪ Based on standards for good teaching (New Jersey Professional Standards for Teachers, NBPTS) ▪ Based on what must be accomplished, not <i>how</i> it is to be accomplished 	
M	Measurable	<ul style="list-style-type: none"> ▪ Must entail identifiable evidence of achievement ▪ Must be based on results 	
A	Achievable	<ul style="list-style-type: none"> ▪ Must be attainable within the time frame and resources available – must be within reach 	
R	Relevant	<ul style="list-style-type: none"> ▪ Must address clear evidence of need based on multiple sources of data ▪ Must be based on increased student learning. <i>How will meeting this goal help students?</i> 	
T	Tactically Sound	<ul style="list-style-type: none"> ▪ Must identify the barriers and challenges in the process of meeting this goal. <i>Is it possible to overcome these barriers in the process of meeting this goal?</i> 	

OBSERVATION PREPARATION

The following checklist should be used as a guide to help the novice teacher prepare for formal observations/evaluations. It is advised that these topics be discussed with the mentor, and that the mentor and novice teacher decide together on how to best prepare for the novice teacher's formal observations/evaluations.

Administrative

- Greeting students.
- Conducting attendance expeditiously.
- Convening the class on time with minimum disruptions.
- Covering the announcements quickly and without disruptions.

Classroom Structure/Organization (Is the classroom organized to facilitate student learning?)

- Learning stations or centers.
- Students' access to computers.
- Facilitates teacher-to-student and student-to-student, face-to-face interaction.
- Themes conveyed by materials on bulletin board and other posting areas reflect the key/priority concepts for the course/subject matter.

Overview of Subject Matter Expectations

- Presentation of the relationship of the immediate previous class discussion to the current issues being reviewed. Checks for student understanding.
- Presentation of the specific outcomes regarding the concepts to be covered and learned during this class period. Checks for student understanding.
- Presentation of the process/methodology by which the concepts are to be covered. Checks for student understanding.
- Presentation of the time to be allocated to each concept. Checks for student understanding.
- Presentation of how the comprehension/understanding of the concepts will be assessed. Checks for student understanding.
- Presentation of how groups function effectively. Checks for student understanding.

Instructional Presentation

- Assessment of what students already know about the content to be taught.
- A conceptual overview of contents/concepts.
- Review of key terminology/vocabulary and definitions.
- Strategic questions to guide student discussion. Use of small groups.
- Use of testing (oral and written), special projects and homework to primarily reinforce learning and to assess students' learning.
- Knowledge of content demonstrated.
- Use of technology and other communication enhancement devices.
- Summation and assessment of student learning.
- Overview of issues to be discussed at the next meeting of the class.
- Plans in accordance with Marzano Elements

Student Social Development

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

ORGANIZING FOR SUCCESS

Designing Your Learning Environment

- Organize your classroom in a way that is conducive to learning.
- Determine appropriate lighting and temperature.
- Give your space personality as well as structure.
- Follow practical safety precautions.
- Be flexible.

Establishing Rules

- Select a few meaningful rules for success.
- Clearly state how rules will be enforced.
- Post Class rules in a place where all students can see them.
- Get the word out to parents.
- Remember that it takes time to get used to new rules.

Forming a Solid Foundation for Communication with Parents

- Mail home a list of your goals.
- Meet face to face.
- Encourage classroom visits.
- Maintain contact.

Accommodating All Students

- Engage students in active learning.
- Watch and learn.
- Support students with Limited English Proficiency (LEP).
- Be sensitive to learning disabilities.
- Believe in your students.

Setting a Plan for Success from Day One

- Get to know each other.
- Settle in with a story.
- Play Icebreakers.
- Make lessons fun and active.
- Keep things in perspective.

Promoting Collaboration between Colleagues

- Introduce yourself.
- Be part of a support structure.
- Collaborate.
- Don't forget about the office, the cafeteria, and the janitorial staff.

Attaining Personal & Professional Development

- Test out teaching strategies based on student feedback.
- Keep a professional portfolio.
- Stay updated.
- Embrace technology.

MAKE EVERY MOMENT COUNT

- Make multiple student lists
- Design your classroom desk arrangement.
- Review cumulative records.
- Add desktop names and numbers.
- Check your texts.
- Post a "correctable" schedule.
- Decorate only one bountiful bulletin board.
- Create box-trays for incoming and outgoing stuff.
- Generate a first-week activity stash.
- Gather those guides.

NJ ACADEMIC AND PROFESSIONAL STANDARDS

1. Enhances knowledge of subject content
2. Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential
3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership
4. Encourages educators to develop a variety of classroom based assessment skills
5. Provides for integrating new learning into the curriculum and the classroom
6. Is based on knowledge of adult learning and development
7. Is periodically assessed to show its impact on teaching practice and/or student learning
8. Results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system
9. Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans
11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development
12. Empowers educators to work effectively with parent and community partners

Our goal to provide professional development for Mentors and Mentees supports the NJ Academic and Professional Standards as it provides opportunities for growth and development in all professional areas.

**CLEMENTON ELEMENTARY SCHOOL
MENTOR INTENT FORM**

APPENDIX A

This form indicates your desire to mentor a novice teacher in the Clementon School District. A copy must be submitted to your principal.

Name: _____

Current Assignment: _____

Years Teaching: _____ Years in Current Position: _____

Signature: _____ Date: _____

Please check any that apply:

I have been a mentor teacher.

I have been a cooperating teacher (for student teacher).

I have received training in working in a mentoring position from a formal course or workshop.

Previous mentoring experience (*Please list any prior mentoring experience: Name of novice teacher and year*)

Previous mentor training (*Please list courses attended*)

*It is the responsibility of the applicant to get the signature of the building principal and a colleague to verify the following statement.

The applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. This applicant will be able to help the novice teacher face the realities of teaching, set appropriate goals, and model effective teaching practice.

Colleague Signature Date

Assistant Principal Signature Date

Principal/Superintendent Signature Date

**CLEMENTON ELEMENTARY SCHOOL
MENTOR MEETING FORM**

APPENDIX B

Instructions: Please log each session with your Mentee. Submit this form to the Assistant Principal on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month/Year: _____

Mentor Name: _____ Mentor Signature: _____

Mentee Name: _____ Mentee Signature: _____

Date	Time (from/to)	Description of Meeting/Activities	Total of Hours

Total Number of Mentoring Hours for the Month: _____