



DISTRICT MENTORING PLAN

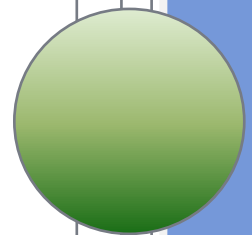
*Department of Curriculum, Instruction & Professional
Development*

Green Township School District

Dr. Jennifer Cenatiempo
Superintendent

Jon Paul Bollette
Principal

Green Township School District
2023/2024 School Year



DISTRICT MENTORING PLAN

*Department of Curriculum, Instruction & Professional Development
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OVERVIEW

The Green Township School District supports the continued improvement of novice teachers as well as those more experienced teachers who are new to the District, through implementation of a comprehensive mentoring plan that is closely tied to the District's Professional Development Plan for all staff.

The District Mentoring Plan is designed in accordance with N.J.A.C. 6A:9C-5.1 which states that:

- (a) All school districts shall develop a district mentoring program to provide non-tenured teachers, including novice provisional teachers who hold a CE or CEAS, with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs and to help them become effective professionals.
- (b) The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the NJSLs to facilitate student achievement and growth; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in performing their duties and adjusting to the challenges of teaching.

PROGRAM GOALS

The Green Township School District has designed this Mentoring Plan to focus on the following goal areas:

- Curriculum
- Teacher effectiveness
- Classroom climate
- Identification of school issues
- Student behavior, discipline and classroom management
- Meeting the needs of all students
- Parent/Teacher relationships
- Emotional and personal support
- Orientation to the school, policies and procedures

Confidentiality

It should be noted that the mentor /teacher relationship is designed in such a way as to support the discussion of problems openly, so that they may be addressed in a timely and reflective manner. The mentor is not an evaluator, but rather acts as a collaborator and coach. The mentor is not expected to share information with the novice teacher's immediate supervisor other than to seek advice or to communicate concerns that go beyond the intention of the mentor / mentee relationship.

Roles and Responsibilities

The New Jersey Department of Education (NJDOE) in its Mentoring for Quality Induction states that the responsibilities of a novice teacher include:

- Participation in the Provisional Teacher Program;
- Make a commitment of time to the mentor-novice relationship over the required 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 New Jersey Student Learning Standards;
- Maintain confidentiality for all mentor-novice activities;
- Contribute to ongoing program evaluation

In addition the novice teacher will 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

It is critical that each novice teacher be assigned a mentor who will support, advise and guide them as they move through the program. The NJDOE lists the following qualities of an effective mentor:

- Commitment to the role of mentoring
- Acceptance of the novice teacher
- Skill in providing instructional support
- Effectiveness in different interpersonal contexts
- Model of being a continuous learner
- Ability to communicate hope and optimism

The Principal, as part of the team supporting the novice teacher will:

- Establish a collegial school culture
- Ensure reasonable working conditions for the novice teacher
- Conduct an orientation program
- Conduct formal observations and evaluations in accordance with the requirements of AchieveNJ
- Notify staff that mentoring positions may be available
- Oversee the selection of mentors
- Respect the confidential nature of the Novice Teacher / Mentor relationship
- Notify the Office of the Superintendent in the event that mentor assignments change during the course of a given school year
- Provide appropriate professional learning opportunities and involve the novice teacher in curriculum development initiatives

Process for Mentor Selection and Matching

In May of each year, the building principal will notify all staff that mentoring positions may be available for the coming school year.

By June, any teacher interested in mentoring will notify their building principal in writing. The principal will collaborate with the superintendent on the selection of mentors.

The following qualifications will be used in the selection of mentors:

- Must be a certified teacher with at least five (5) years of successful teaching experience, with effective or highly effective summative ratings
- Must be committed to the goals of the District Mentoring Plan adopted by the Green Township School District
- Must be willing and able to participate in all Mentor Training activities throughout the school year, and to invest time to develop mentoring skills
- Must be accessible to the novice teacher
- Must demonstrate exemplary command of content area knowledge and of pedagogy (curriculum, learning styles, differentiated instructional strategies, etc.)
- Must agree to maintain the confidential nature of the mentor / novice teacher relationship
- Must be experienced and certified in the content area in which the novice teacher is teaching, where possible
- Must be knowledgeable about the social and workplace norms of the District and the community served by the District
- Must be knowledgeable about the resources and opportunities available to the novice teacher, providing this information as part of the mentoring process

Additional Qualities of a Mentor include:

- Strong interpersonal skills
- Credibility with peers and administration
- Leadership capacity

- Demonstrated curiosity and eagerness to learn
- Respect for multiple perspectives
- Demonstrated commitment to improving the academic achievement of all students
- Experience with coaching or other collaborative models

List of Pairing Factors

The following factors should be considered in assigning a mentor to a novice teacher:

- Teaching experience
- Grade level
- Content area
- Availability of common planning time
- Teaching style and philosophy

It should be noted that in the event that the mentor/novice teacher relationship becomes unproductive, a change can be made at the request of either party. It should not be seen as a failure, but rather a difference in style.

Mentor Training

The Green Township School District believes that a key element to implementing an exemplary teacher mentoring program is the provision of ongoing training for its teacher mentors. The training program affords mentors with opportunities to develop their skills and to collaborate with one another in order to provide a consistent mentoring experience for all novice teachers. Components of the Mentor Training Program include:

Module One

- Roles and responsibilities
- NJ Professional Standards for Teachers
- Informal observation skills
- Demographics and needs of a novice teacher
- Adult learning theory

Module Two

- Communication and listening skills
- Confidentiality
- Conferencing skills
- Observation skills
- Case Study: Common Problems of Novice Teachers

Module Three

- Peer Coaching Model
- Observation Model

Module Four

- Designing an effective Professional Growth Plan
- Professional Development Strategies
- Reflective practice

Green Township School District

Mentor Application Form

Part A

I am interested in being considered for the position of mentor for a novice teacher. I understand that the role of the mentor is a critical factor in the success of the novice teacher and believe that I am able to fulfill all of the requirements of a mentor teacher.

Directions: Answer the following questions and forward the completed form to the building principal.

Name: _____

School: _____

Subject / Grade Level _____

1. Why do you want to be a mentor teacher?
2. What abilities and experiences do you believe make you an ideal candidate for the role of mentor teacher?
3. What do you hope to gain from becoming a mentor teacher?

4. How do you keep professionally current and how will this help you in your role as a mentor teacher?

Signature: _____

Date: _____

For Principal's Use Only:

_____ is accepted as a mentor teacher for the 2021-2022 school year and is assigned to mentor novice teacher _____.

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Copies of the completed form with signatures should be provided to the mentor teacher, Superintendent's Office. The original should be kept on file in the Office of the Principal.

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Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

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. Our specific schedule of contact and meetings, including additional meetings, follows:
2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:
3. Maintain confidentiality of our relationship. Confidentiality for us means...
4. Honor the ground rules we have developed for the relationship. Our ground rules will be...
5. Provide regular feedback to each other and evaluate progress. We will accomplish this by...

We agree to meet regularly until we accomplish our predefined goals or for this school year. At the end of this period of time we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature/Date _____

Novice Teacher's Signature/Date_____

Source: The Mentor's Guide: Facilitating Effective Learning Relationships (p. 110), L. Zachary, 2000)

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Mentoring Activities Checklist & Action Plan

August / September

- Welcome the novice teacher prior to the start of school
- Give the novice teacher a tour of the building and introduce them to staff members
- Review building procedures information together (Faculty meetings, staff absence, etc.)
- Discuss the policies and social traditions of the school & District
- Show the novice teacher how to get necessary materials
- Review various schedules with the novice teacher
- Help the novice teacher to set goals for the first week
- Be accessible the first few days of school for assistance
- Review process for creating Student Growth Objectives
- Review process for creating professional growth plans
- Review and discuss the Student Code of Conduct and other behavioral / disciplinary procedures
- Review lesson planning procedures
- Guide the novice teacher in the use of school technology & communication tools
- Explain pertinent school /District forms
- Review grading and assessment procedures
- Discuss mentoring portfolio and journaling expectations
- Review observation and evaluation procedures
- Make plans to informally visit your novice teacher's classroom

during a lesson <ul style="list-style-type: none"> ● Establish a regular routine for meeting with your novice teacher ● Share your own story as a novice teacher ● Discuss importance of communication with parents 	
All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Aug & Sept. _____ hours

October / November

- Discuss classroom management strategies
- Discuss time management strategies
- Discuss Intervention and Referral Services procedures
- Explain Child Study Team Referral procedures
- Ensure the novice teacher knows what to expect with regard to inclement weather procedures
- Set up time for the novice teacher to visit your classroom during instruction
- Encourage novice teacher to work with Literacy and Math Coaches
- Remind novice teacher about journaling and encourage reflective practice
- Review progress report and report card procedures
- Support your novice teacher in the gathering of student data to inform instruction, and for conferencing with parents

<ul style="list-style-type: none"> • Discuss the process for parent / teacher conferences • Remind the novice teacher that there will be good and bad days, and that proper planning for potential issues can lessen their frequency • Continue to review effective instructional strategies and discuss the meaning of differentiation based on student needs • Encourage attendance at the NJEA Conference 	
All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Oct./Nov. _____ hours

December / January

- Discuss aspects of culturally responsive teaching and handling of holidays within our school culture
- Ensure that the novice teacher is aware of staff social gatherings
- Review fall highlights, both successes and challenges, and plan for adjustments to support moving forward
- Discuss potential adjustments to pacing of instruction and work with coaches as needed
- Continue to encourage the novice teacher
- Ensure report card procedures are understood and on track

<ul style="list-style-type: none"> • Remind novice teacher that any SGO adjustments must be submitted to the principal by February 15th annually • Review professional development progress and needs of the novice teacher • Encourage the novice teacher to become involved in school activities and to collaborate with colleagues • Attend District's Fall Mentor / Mentee Training Session with your novice teacher (early December) 	
All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Dec./Jan. _____ hours

February / March

- Review standardized testing procedures
- Guide novice teacher if questions arise concerning standardized assessment administration, and encourage the novice teacher to confer with school test coordinator(s)
- Ensure that any adjustments to the novice teacher's SGOs are submitted to the principal on time
- Review grade level and content expectations for students
- Review and help novice teacher to reflect on observation feedback
- Remind novice teacher the importance of caring for their physical, mental and emotional health
- Encourage your novice teacher to review behavioral and classroom procedural expectations with their students, especially before and after longer breaks in the school calendar
- Discuss instructional techniques that enable and enhance differentiation of instruction based on student needs
- Attend District's Winter Mentor / Mentee Training Session with your novice teacher (early March)

All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Feb./Mar. _____ hours

April / May / June

- Explain rehiring practices and contracts
- Discuss how to use observation and mentoring data to create professional goals for the next school year
- Review the process for the summative evaluation
- Review the steps in finalizing SGO data
- Review the process for determining final assessments and report cards
- Examine available assessment data and discuss its uses
- Continue to work on instructional techniques used for a variety of instructional settings (grouping and re-grouping of students, whole group, small group, stations and individual work)
- Review end of year procedures such as finalizing cumulative records, submitting grades, submitting final SGO reports, etc.
- Remind novice teacher to take time to celebrate the end of the school year
- Discuss appropriate activities for the last few days of school
- Offer tips for packing up the classroom at the end of the school year
- Attend District's Spring Mentor / Mentee Training Session with your novice teacher (early May)

All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Apr./May/Jun. _____ hours

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Possible Classroom Visit Data Collection Ideas

- ☐ Teacher-Student Interactions
- ☐ Student Time on Task
- ☐ Verbal Flow
- ☐ Teacher Proximity to Students
- ☐ Wait Time
- ☐ Questioning Skills
- ☐ Reinforcement
- ☐ Use of Motivation
- ☐ Instructional Strategies
- ☐ Curriculum Approaches
- ☐ Teacher Expectations/Student Achievement
- ☐ Active Participation Techniques
- ☐ Gender expectations/Student Achievement
- ☐ Particular Child or Small-Group Focus
- ☐ Overall Classroom Culture
- ☐ Other

Modified from MI-Maps3.5 Mentoring New Teachers (pp. 12), by Michigan Department of Education Office of School Improvement.

Green Township School District Classroom Visitation Protocol

Teacher: _____ Date: _____

Lesson: _____

Starting Time: _____ Ending Time: _____

Subject/Grade Level: _____

Elements of Lesson Design

1). Curriculum Objective:

A. Standard

B. Skill

2). Mini-Lesson

3). Small Group

Pacing of Small Group:

Data used to develop Small Groups:

Independent Practice/Stations:

Closure:

Technology Tools Used:

Modified from: New Jersey Department of Education, Mentoring Task Force, 2005

Green Township School District Collaborative Assessment Log

Name:

Mentor:

Grade Level/Subject Area:

School:

Date:

Check all that apply:

- | | |
|--|---|
| <input type="checkbox"/> Connecting with content standards | <input type="checkbox"/> Analyzing student work |
| <input type="checkbox"/> Planning a lesson | <input type="checkbox"/> Reflecting |
| <input type="checkbox"/> Connecting with professional goals | <input type="checkbox"/> Communicating with parents |
| <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Using technology |
| <input type="checkbox"/> Developing/reviewing professional goals | <input type="checkbox"/> Modeling a lesson |
| <input type="checkbox"/> Classroom observation | <input type="checkbox"/> Providing resources |

What's working?

Current Focus – Challenges – Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next meeting date: Focus:

Green Township School District Planning Conference Question Guide

Clarification of Lesson Goals and Objectives

- What is meant by specific words in your statement of the lesson's purpose?
- What assumptions are you making about the learners?
- What problems are you anticipating?
- How will you know when lesson plans are going well?
- How will you know when lesson plans are not going well?
- What events or actions will lead you to these conclusions?
- How will you adjust your lesson plan if students are not responding as you expected?
- What will students learn from the activities of the lesson?
- What do you anticipate that students will be doing during this particular activity?
- What will their overall expressions be as they do it?
- How do your behaviors influence the students' behaviors?
- How will your behaviors be influenced by students?
- How will you determine if you are successful in achieving the goals and objectives of the lesson?
- What behaviors are you looking for in students if they achieve the goals and objectives?
- What makes you think that the student behaviors envisioned are appropriate for the goals and objectives?

Decisions about Instructional Strategies

- What strategies will you be using?
- What makes them appropriate for this lesson?
- What are you expecting students to do in each of the activities guided by your strategies?
- How will you assure that students are behaving in ways appropriate for achieving the learning outcomes?
- In what order will you conduct the strategies?
- Why this order?

Focus of the Observation

- What is it that needs to be observed?
- How can we best represent it?
- How will this representation tell us what we are looking for?
- How do I communicate feedback to you?

Needs of the Teacher and Affirmations for Accomplishment

- What anxieties are you experiencing?
- How can I help you feel more comfortable?
- Once again, what is that you want me to look for?
- How can I best communicate?
- What would you like for me to do while the lesson is in progress?
- What, if anything, can I do prior to the lesson?

Source: Collegial Coaching: Inquiry Into the Coaching Self.

Green Township School District

Conference Reflection Question Guide

Lesson Purpose

- What was the intent of the lesson?
- Why is it important to students?
- What will students gain from this lesson?
- How will it impact their thinking, their attitudes, or their abilities?
- What reasons exist for these beliefs?

Teacher Development

- How effectively did the teacher use the instructional practices?
- What was performed well?
- What needs further development?

Effects on Students

- In what ways do the practices employed enhance student learning?
- What basis is there for believing this?
- In what ways do the practices employed distract from the intended learning outcomes?
- What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

Collaborative Communications

- Which of the issues are most important?

- Why are they important?
- What will be my coaching partner's reaction to these issues?
- How can I describe these reflections to my coaching partner during the debriefing conference?

Source: Collegial Coaching: Inquiry Into the Coaching Self.

Green Township School District Conference Debriefing Question Guide

Statement of Discrepancies

- What did you expect to happen in this lesson?
- What did you plan to do in the lesson?
- What actually happened when you conducted the lesson?
- What issues would you like to focus on?
- Why do you want to focus on these issues?
- What do you hope to gain from our discussion?
- How will this assist you in your instructional development?
- In what way was conducting the lesson different from what you anticipated?
- What was different about your actions?
- What were you thinking about?
- Why did you change from your original plan?
- What was different in the student actions from what you anticipated?
- Why do you think the students responded in this manner?

Analysis of Teaching Actions

- What did you feel you did well during the lesson?
- Why do you think it was necessary for you to do that?
- What were you having difficulty with?
- Why do you think that was difficult or not handled as effectively as you would have liked?

Generation of Solutions and Effects

- In what way was the situation or experience problematic for you as it evolved?
- Why did this bother you?
- What do you think you should do to change?
- If you change, what do you think will result in terms of students, you, and future instructional events?
- Why is this change important to you?
- How do you plan to implement this change?
- What problems do you think you will have? Why?
- What benefits will be derived from this change?
- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?
- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

Source: Collegial Coaching: Inquiry Into the Coaching Self