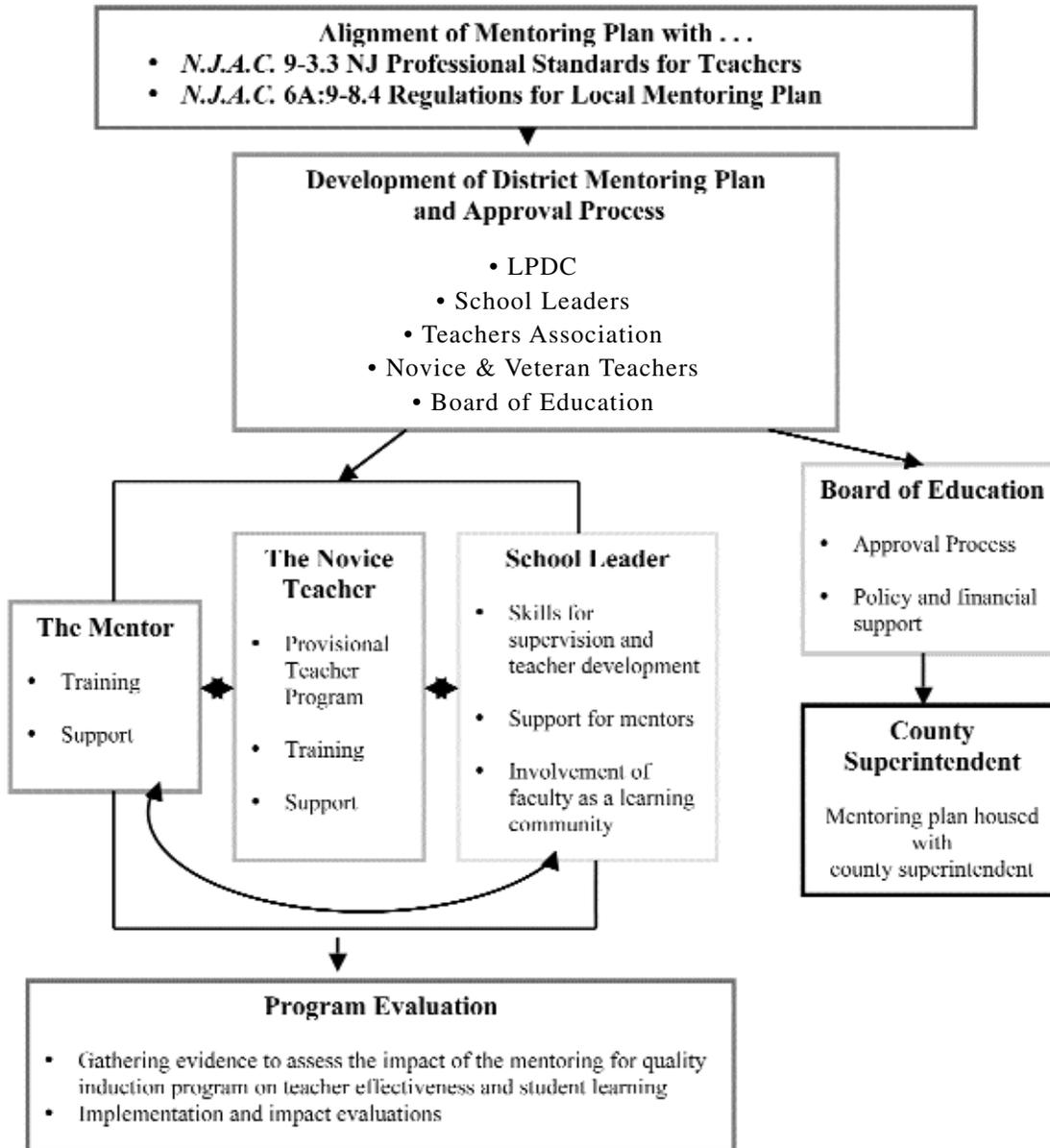


District Mentoring Plan: The District Plan Development and Approval Process



RESOURCE 1: Graphic for District Mentoring Plan



Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 2: New Jersey Professional Standards for Teachers Awareness Activity



Directions:

1. Give each person 7 sticky notes. Identify what a teacher needs to know and be able to do to be an effective teacher in the classroom and write one comment per sticky note.
2. In pairs or triads, share and place sticky notes in the appropriate boxes for the New Jersey Professional Standards for Teachers. (Template for activity is shown below.)
3. As a whole group, reflect and share answers to the following sample questions:
 - What teaching standards have the most sticky notes? Why?
 - Do new teachers need to focus on certain teaching standards more during their first year of teaching? Why?
 - Did you notice any overlap where an idea might fit with several teaching standards? Why?

| | |
|---------------------------------------|--|
| Subject Matter Knowledge | Human Growth and Development |
| Diverse Learners | Instructional Planning and Strategies |
| Assessment | Learning Environment |
| Special Needs | Communication |
| Collaboration and Partnerships | Professional Development |

Source: Adapted with permission from New Teacher Center @UCSC.

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RESOURCE 3: New Jersey Professional Standards for Teachers

All professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teachers as referenced in *N.J.A.C. 6A:9-3.3*. The Professional Standards for Teachers (and indicators) are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

Standard Five: Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

Standard Nine: Collaboration and Partnership

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being.

Standard Ten: Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

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RESOURCE 4: NCLB Key Elements of High-Quality Professional Development

Professional Development in New Jersey and The Federal Elementary and Secondary Education Act (No Child Left Behind)

Professional Development (PD) is a major focus of achieving and maintaining quality practice for veteran teachers and the NCLB act has some very specific guidelines about PD. For example, the federal act specifically defines professional development and identifies eight key elements of high quality PD for teachers.

In the federal definition, more traditional forms of PD once accepted as general practice - such as one-day or short-term workshops or conferences - are no longer considered acceptable professional development experiences unless part of a high quality, sustained, intensive professional development program.

(<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>) Follow-up activities and experiences helping teachers implement in their classroom what they have learned at any PD activity are critical to supporting a positive impact on practice.

The NCLB act also provides guidance to states on such issues such as funding so that they can focus the use of Title II funds to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, and/or learn how to teach students with disabilities.

New Jersey was ahead of the NCLB act in identifying research-based professional development experiences that had the most impact upon classroom practice and student success. Many of these concepts were new to educators and there is no doubt, that like any new statewide initiative, implementation of the new professional development standards has been inconsistent. However, through the Professional Teaching Standards Board, DOE staff, and County Professional Development Boards, we continue to offer technical assistance and implementation support to the field.

It is important to recognize that the foundation and the details of the NJ requirements are aligned with the NCLB requirements for professional development. In fact, New Jersey's twelve Standards for Professional Development have been nationally recognized and have been endorsed by the National Board for Professional Teaching Standards. In addition, they have served as a model for other states that are aligning their PD policies with NCLB. The NJ PD Standards can be found at: <http://www.state.nj.us/njded/profdev/standards.htm>.

In order for our state to meet the NCLB requirements we must all work together to ensure authentic dedication to understanding and implementing the definition and purpose of professional development. If a district is having difficulty implementing the requirements a detailed Implementation Guide is available on the DOE's website at: <http://www.state.nj.us/njded/profdev/guide/>. This guide is undergoing revision to include the New Jersey Professional Standards for Teachers and to provide additional support for

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RESOURCE 4 (continued)

aligning PD opportunities with New Jersey’s Core Curriculum Content Standards, Professional Standards for Teachers and Professional Development Standards.

New LPDC members can view a helpful PowerPoint presentation that provides an overview of the initiative at: <http://www.state.nj.us/njded/profdev/slides/index.htm>.

Finally, in addition to the NJ resources for professional development the NCLB language identifies eight key elements of high quality professional development for teachers. Each of these elements is a main component of the NJ PD initiative and should be reflected in the quality and types of PD experiences offered to teachers. (<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>)

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PROFESSIONAL DEVELOPMENT - The term “professional development” —

(A) Includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
 - (II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
 - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

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RESOURCE 4 (continued)

- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - (xiii) provide instruction in methods of teaching children with special needs;
 - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that —
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

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RESOURCE 4 (continued)

Eight Key Elements of High Quality Professional Development for Teachers from the Elementary and Secondary Education Act (No Child Left Behind)

<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>

- 1) All activities are referenced to student learning.
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development.
- 3) Professional development activities are based on research-validated practices.
- 4) Subject matter mastery for all teachers is a top priority.
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated.
- 6) Professional development activities match the content that is being instructed.
- 7) All professional development activities are fully evaluated.
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum.

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RESOURCE 5: Matrix Alignment Chart:

| New Jersey Professional Standards for Teachers | NCLB Key Elements of High Quality Professional Development for Teachers |
|---|--|
| Standard 1: Subject Matter Knowledge | Elements 1 and 4 |
| Standard 2: Human Growth and Development | Elements 1, 2, and 3 |
| Standard 3: Diverse Learning | Element 1, 2 and 3 |
| Standard 4: Instructional Planning and Strategies | Elements 1 - 8 |
| Standard 5: Assessment | Elements 1, 7, and 8 |
| Standard 6: Learning Environment | Elements 1, 2, 3, 4, and 6 |
| Standard 7: Special Needs | Elements 1, 2 and 3 |
| Standard 8: Communication | Elements 1 and 5 |
| Standard 9: Collaboration and Partnership | Elements 2, 3, and 5 |
| Standard 10: Professional Development | Elements 1 – 8 |

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 6: Mentoring for Quality Induction Program Checklist

When developing a mentoring for quality induction program, careful consideration should be given to the following issues:

- Determine the goals of the mentoring for quality induction program, which might include the following:
 - Ease new teachers' transition into the classroom
 - Increase retention of qualified novice teachers
 - Improve the skills and knowledge of classroom practice for novice teachers
 - Revitalize the skills of mentor teachers
 - Provide an on-site support system for novice teachers
 - Assist teachers participating in the statewide Provisional Teacher Program
 - Provide expectations and goals for all stakeholders in the program
 - Provide ongoing professional learning activities that support the strategic plan and vision of the school

- Identify the mentoring for quality induction program components based on the needs of the district, the mentors, and the novice teachers.

- Secure adequate funding for the mentoring program that includes a line item in the budget.

- Appoint a team of “mentor trainers” and determine the amount of initial and ongoing training aligned with the New Jersey Professional Standards for Teachers that will be provided for mentors and novice teachers, which might cover such topics as:
 - Teaching strategies
 - Classroom management techniques
 - Coaching techniques
 - Stages of teacher development
 - Needs of new teachers
 - Conferencing skills
 - Observation techniques
 - Policies and procedures of the mentoring program
 - Roles and responsibilities of the mentor teacher
 - Roles and responsibilities of the novice teacher
 - Reflective teaching
 - Use of formative assessment for growth
 - Development of professional improvement plans
 - Communication skills

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RESOURCE 6 (continued)

- Define clear expectations for the mentor, the novice teacher, and other key stakeholders in the mentoring with induction process that include:
 - Confidentiality
 - Building a trusting relationship
 - Working as a team
 - Ongoing positive communication

- Determine criteria for mentor selection, which might include the following:
 - A minimum of three years of successful teaching experience
 - Evidence of excellence in teaching
 - A valid New Jersey teaching certificate
 - A willingness to commit to ongoing professional development
 - A willingness to meet frequently with the novice teacher
 - A willingness to share knowledge, skills, and information with others
 - A willingness to provide demonstration lessons for the novice teacher
 - A sincere love of children and of teaching

- Determine criteria for pairing mentor teachers with new teachers, which might include the following:
 - Grade level or content area
 - Common planning periods
 - Proximity of the mentor teacher's classroom to the new teacher's classroom
 - Compatibility of the mentor teacher and the new teacher
 - Needs of students
 - No-fault clause

- Make provisions for mentor stipends, release time for observations, supplies, and other items unique to the process

- Devise a system for evaluating the district mentoring for quality induction program.

Source: Reprinted from *New Teacher Induction: How to Train, Support, and Retain New Teachers* (pp. 68,69).

© Harry K. Wong Publications Inc., Mountain View, CA: 2003.

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RESOURCE 7: Rubric for Assessment of a District/School Mentoring Plan

| Criteria for Success | Beginning | Developing | Established | Sustaining |
|---------------------------------|---|---|---|--|
| Needs Assessment Process | <ul style="list-style-type: none"> No stakeholders involved in the needs assessment process. Process may include data analysis of training components. | <ul style="list-style-type: none"> Some stakeholders involved in needs assessment process. Process includes analysis of training component feedback: Did teachers learn the material and can they apply it? | <ul style="list-style-type: none"> All district stakeholders contribute to needs assessment process. Process reflects current status only. Process includes analysis of training component feedback: Does application enhance teacher effectiveness? | <ul style="list-style-type: none"> All district and community stakeholders contribute to needs assessment process. Process reflects current and projected status. Process includes analysis of training component feedback: Does application enhance teacher effectiveness, student performance, and teacher retention? |
| Vision | <ul style="list-style-type: none"> Vision includes an understanding of all the components in the regulations for mentoring. Vision is designed by the local professional development committee. | <ul style="list-style-type: none"> Vision includes an understanding of identified mentoring components. Select group of stakeholders is involved in designing and supporting the vision. | <ul style="list-style-type: none"> Vision includes an understanding of comprehensive mentoring and induction components. All district stakeholders are involved in designing and supporting the vision. | <ul style="list-style-type: none"> Vision includes an understanding of comprehensive mentoring and induction components. All district and community stakeholders are involved in designing and supporting the vision. Vision is based on needs and research. |
| Goals | <ul style="list-style-type: none"> Goals support the regulations for mentoring and are aligned with the Professional Standards for Teachers. | <ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment and student achievement data. | <ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment, student achievement data and teacher learning needs. | <ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment, student achievement data and teacher learning needs. Goals are aligned to the district goals for ongoing professional learning. |
| Objectives | <ul style="list-style-type: none"> No objectives stated. | <ul style="list-style-type: none"> Some objectives are aligned with goals. | <ul style="list-style-type: none"> Objectives are directly related to goals. | <ul style="list-style-type: none"> Objectives are clear and measurable. Objectives are directly related to goals. |

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 7 (continued)

| Criteria for Success | Beginning | Developing | Established | Sustaining |
|--|---|--|---|---|
| Mentor Selection | <ul style="list-style-type: none"> Criteria and application process for mentors is in compliance with minimum regulations for mentoring | <ul style="list-style-type: none"> State criteria for selection of mentors are identified and used. Mentors and novice teachers are matched according to availability. | <ul style="list-style-type: none"> State criteria for selection of mentors are identified and used. Mentors and novice teachers are matched (to the degree possible) according to grade-level/content area. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers. | <ul style="list-style-type: none"> State criteria for selection of mentors are identified and fully implemented. Mentors and novice teachers are matched (to the degree possible) according to grade-level/content areas and proximity. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers. A procedure exists that, in the event matches do not work, both parties are “held harmless” and a new match is made. |
| Roles and Responsibilities | <ul style="list-style-type: none"> Roles and responsibilities for LPDC, board of education, mentor and novice teacher are defined as in regulations for mentoring | <ul style="list-style-type: none"> Additional roles and responsibilities for LPDC, board of education, mentor and novice teacher are clearly defined to support mentoring. | <ul style="list-style-type: none"> Roles and responsibilities for some additional stakeholders are defined. | <ul style="list-style-type: none"> The roles and responsibilities of all stakeholders are clearly defined. |
| Professional Learning - Mentors | <ul style="list-style-type: none"> Basic training opportunities are available on a voluntary basis. Training is offered only once or twice a year. Training is not based on needs assessment data. | <ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Training is the main mode of delivery for professional learning. Some professional learning is based on data and may be targeted to meet needs. | <ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan. | <ul style="list-style-type: none"> Professional learning opportunities are comprehensive and ongoing. Professional learning is aligned with Professional Standards for Teachers. Collaboration is supported. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan |

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 7 (continued)

| Criteria for Success | Beginning | Developing | Established | Sustaining |
|--|---|--|--|---|
| Professional Learning – Novice Teachers | <ul style="list-style-type: none"> Basic training opportunities are available on a voluntary basis. Training is offered only once or twice a year. Training is not based on needs assessment data. | <ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Training is the main mode of delivery for professional learning. Some professional learning is based on data and may be targeted to meet needs. | <ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan. | <ul style="list-style-type: none"> Professional learning opportunities are comprehensive and ongoing. Professional learning is aligned with Professional Standards for Teachers. Collaboration is supported. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan. |
| Action Plan and Resource Options | <ul style="list-style-type: none"> Action plan includes only professional learning activities and resource options. | <ul style="list-style-type: none"> Action plan includes professional learning activities, resource options and person(s) responsible. | <ul style="list-style-type: none"> Action plan includes professional learning activities, resource options, person(s) responsible and timeline. | <ul style="list-style-type: none"> Action plan includes professional learning activities, resource options, assessments, person(s) responsible and timeline. |
| Funding Resources | <ul style="list-style-type: none"> Only state funding is utilized. | <ul style="list-style-type: none"> State funding and limited district funding resources are utilized. | <ul style="list-style-type: none"> Funding is available from a variety of resources (i.e., partnerships, grants) but not consistently utilized. | <ul style="list-style-type: none"> Funding is available from a variety of resources (i.e., partnerships, grants) and utilized appropriately. |
| Program Evaluation | <ul style="list-style-type: none"> The program evaluation is designed to measure participant involvement and satisfaction with the training. | <ul style="list-style-type: none"> The program evaluation is designed to measure participant involvement, satisfaction with the training and how well the mentoring process was learned. | <ul style="list-style-type: none"> The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness. | <ul style="list-style-type: none"> The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness, student performance and teacher retention. |

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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| RESOURCE 8: District Mentoring Plan Checklist | | |
|--|--|-----------------|
| Required | Components of Mentoring Plan | Included |
| ✓ | Title Page | |
| ✓ | Table of Contents | |
| ✓ | Section 1: District Profile <ul style="list-style-type: none"> • District profile sheet • LPDC signoff sheet • Board of education approval form | |
| ✓ | Section 2: Needs Assessment <ul style="list-style-type: none"> • Current assessment of the mentoring for quality induction program (reflection of past process and projection for future progress) • Current needs of district mentoring plan | |
| ✓ | Section 3: Vision and Goals <ul style="list-style-type: none"> • Mentoring program vision • Mentoring program goals (measurable; aligned with New Jersey Professional Standards for Teachers and NCLB Professional Development) | |
| ✓ | Section 4: Mentor Selection <ul style="list-style-type: none"> • Guidelines for selection of mentors • Application process and criteria for selection of mentors | |
| ✓ | Section 5: Roles and Responsibilities for Mentors | |
| ✓ | Section 6: Professional Learning Components for Mentors (aligned with New Jersey Professional Standards for Teachers) | |
| ✓ | Section 7: Professional Learning Components for Novice Teachers (aligned with New Jersey Professional Standards for Teachers) | |
| ✓ | Section 8: Action Plan for Implementation (with timeline) | |
| ✓ | Section 9: Resource Options Used | |
| ✓ | Section 10: Funding Resources (state or district support) | |
| ✓ | Section 11: Program Evaluation (<i>i.e.</i> – evidence of teacher retention, impact on teacher effectiveness and student learning) | |

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 9: District Profile Sheet

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The district profile sheet reflects the mentoring data from the _____ school year.

Name of District: _____

District Code: _____ County Code: _____

District Address: _____

Chief School Administrator: _____

Mentoring Program Contact: _____

Mentoring Program Contact Phone: _____

Mentoring Program Contact E-mail: _____

Type of District (check one): K-5 K-6 K-12 7-12 9-12

Other (specify): _____

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility : _____

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: _____

Number of novice special education teachers with a standard license: _____

Number of Mentors: _____

Identify the number of provisional novice teachers in the following areas:

K- 5 _____ 6-8 _____ 9-12 _____ Special education (all grades) _____

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 10: Sample Table of Contents for District Mentoring Plan

Please note: You must have a title page that includes the names of the school district and county. All other pages must be numbered and must correlate with the table of contents.

| | Page Number |
|---|-------------|
| PREFACE | |
| a. Local mentoring plan checklist | |
| b. Table of contents | |
| 1. DISTRICT PROFILE | |
| a. District profile sheet | |
| b. LPDC signoff sheet | |
| c. Board of Education Approval: Signoff sheet | |
| 2. NEEDS ASSESSMENT | |
| a. Current assessment of mentoring program | |
| b. Current needs of district mentoring plan | |
| 3. VISION AND GOALS | |
| a. Mentoring program vision | |
| b. Mentoring program goals | |
| 4. MENTOR SELECTION | |
| a. Guidelines for selection of mentors | |
| b. Application process and criteria for selection of mentors | |
| 5. ROLES AND RESPONSIBILITIES | |
| 6. PROFESSIONAL LEARNING COMPONENTS FOR MENTORS | |
| a. List of professional learning opportunities | |
| b. Explanation of how the plan aligns with NJ Professional Standards for Teachers | |
| 7. PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS | |
| a. List of professional learning opportunities | |
| b. Explanation of how the plan aligns with NJ Professional Standards for Teachers | |
| 8. ACTION PLAN FOR IMPLEMENTATION | |
| 9. RESOURCE OPTIONS USED | |
| 10. FUNDING RESOURCES | |
| 11. PROGRAM EVALUATION | |

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 11: LPDC Signoff Sheet

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Name of District: _____ Code: _____

County: _____ Code: _____

Names of Professional Staff Members Elected to Committee:

| Name (please print) | Signature | Position | Term | Chair |
|---------------------|-----------|----------|-------|-------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

Names of Administrators Appointed to Committee:

| Name (please print) | Signature | Position | Term |
|---------------------|-----------|----------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Contact Person: _____

Phone: _____

Fax: _____

Email: _____

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 12: District Board of Education Approval and Comment Form

Date Plan received _____
 Date Plan reviewed _____
 Date Plan returned for revision _____
 Date Plan accepted _____

District _____ Code: _____
 County _____ Code: _____

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

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 13: Self-Assessment Tool for District Mentoring Plan

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

| | Yes | No | Partially |
|--|-----|----|-----------|
| District-wide Planning Process | | | |
| • 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? | | | |
| • Does the LPDC monitor implementation of the mentoring program and use feedback to adjust and make improvements? | | | |
| Criteria-based Selection and Matching of Mentors | | | |
| • Does our district mentoring plan include at least the criteria for mentor selection in state regulations? | | | |
| • Are mentors selected based on the criteria stated in the regulations? | | | |
| • Does our district have criteria for matching mentors and novice teachers? | | | |
| • Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan? | | | |
| Mentor Services | | | |
| • Do mentors receive training in the skills of conferencing and feedback? | | | |
| • Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment? | | | |
| • Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher? | | | |
| Novice Teacher Services | | | |
| • 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? | | | |
| • Are novice teachers brought together regularly during the year for networking opportunities? | | | |
| • Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers? | | | |

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RESOURCE 13 (continued)

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

| | Yes | No | Partially |
|--|-----|----|-----------|
| School Leader Services | | | |
| • Do school leaders model a range of ways to support novice teachers at their schools? | | | |
| • Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers? | | | |
| • Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers? | | | |
| 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? | | | |
| • Is the community invited to support district efforts to nurture novice teachers? | | | |
| On-going Program Evaluation | | | |
| • Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program? | | | |
| • Does the LPDC gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community? | | | |

Source: Adapted from *Beyond Mentoring: How to Attract, Support, and Retain New Teachers* (pp. 136-137) by J. Saphier, S. Freedman & B. Aschheim, 2001, Newton, MA: Teachers²¹. Used with permission.

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RESOURCE 14: SMART Goal Framework

Directions: Complete the following SMART goals chart to determine if the goal is specific, measurable, achievable, relevant and tactically sound.

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 (NJ Professional Standards for Teachers, NBPTS) Based on <i>what</i> 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> | |

Source: Udelhofen, S. & K. Larson. *The Mentoring Year: A Step-by-Step Program for Professional Development* p. 164, ©2003 by Corwin Press, Reprinted by Permission of Corwin Press Inc.

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RESOURCE 15: Qualities of Effective Mentors

Attitude and Character

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practice
- Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and open-minded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter
- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Maintains a network of professional contacts
- Understands the policies and procedures of the school, district, and teachers association
- Is a meticulous observer of classroom practice
- Collaborates well with other teachers and administrators
- Is willing to learning new teaching strategies from novice teachers

Communication Skills

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that prompt reflection and understanding
- Offers critiques in positive and productive ways
- Uses e-mail effectively
- Is efficient with the use of time
- Conveys enthusiasm and passion for teaching
- Is discreet and maintains confidentiality

Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a novice teacher's emotional and professional needs
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others
- Is patient

Source: *Creating a Teacher Mentoring Program* (p. 8), National Foundation for the Improvement of Education (NFIE), Fall 1999, Washington D.C.: NFIE. Reprinted with permission.

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RESOURCE 16: Criteria for Selection of Mentor Teachers

- The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher. The district board of education shall provide training in current educational practices to the retired teachers or administrators.
- The teacher is committed to the goals of the local mentoring plan.
- The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.
- The teacher has demonstrated exemplary command of content area knowledge and of pedagogy.
- The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible.
- The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves.
- The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
- The teacher provides letters of recommendation as determined by the district mentoring plan from those who are familiar with the mentor teacher applicant's work.
- The teacher agrees to complete a comprehensive mentor training program.

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 17: Sample Mentor Teacher Application and Assignment Form I

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Part A. Mentor Teacher Application

I am interested in being considered for the position of a mentor teacher in the district's mentoring for quality induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance.

Name: _____

1. What specific personal and professional qualities would you bring to mentoring a novice teacher?

2. How are you keeping current with your own professional development? What steps are you taking to be up to date on issues of curriculum and assessment?

3. What do you hope to gain by becoming a mentor?

Signature: _____ Date: _____

Part B. For Office Use Only

Local Professional Development Committee's (LPDC) comments:

Part C. Principal's Mentor-Novice Teacher Match

School: _____

Principal's Name: _____

I have selected (**name of mentor**) _____

who currently holds the position of (**subject/grade level**) _____

to serve as a mentor teacher to (**name of novice teacher**) _____

who has been appointed to the position of (**subject/grade level**) _____

Principal's Signature: _____ Date: _____

Source: Adapted from *Beyond Mentoring: How to Attract, Support, and Retain New Teachers* (pp. 128-129) by J. Saphier, S. Freedman & B. Aschheim, 2001, Newton, MA: Teachers²¹. Used with permission.

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RESOURCE 18: Sample Mentor Teacher Application and Assignment Form 2

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Part A – Mentor Teacher Application Form

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

Directions: Answer the following questions and forward the completed form to the Mentoring Committee. Use the reverse side of this form to answer the questions, if necessary. Please attach three completed reference forms to this application.

Name: _____

School: _____ Subject/Grade Level: _____

1. Why do you want to be a mentor? What abilities and experiences do you bring to the process of mentoring novice teachers?

2. How are you keeping current in curriculum areas?

 Teacher's Signature Date

Part B – Principal's Mentor-Novice Teacher Assignment

I have assigned _____ to
 Mentor Teacher

_____, _____, a first year
 Novice Teacher Subject/Grade Level

teacher for the 200____ - 200____ school year.

 Principal's Signature Date

Principal: Please return this form to the Assistant Superintendent's Office when completed.

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RESOURCE 18 (continued)

Each teacher applying to serve as a mentor must submit three (3) mentoring reference forms or letters of reference to accompany the Mentor Teacher Application Form. *The references must be completed by individuals familiar with the prospective mentor's work and his/her capacity to fulfill the role/responsibilities of mentor.*

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I believe that:

Mentor Applicant: _____

School: _____

Subject/Grade Level: _____

possesses the requisite skills, knowledge and attitude to effectively serve as a mentor teacher for a first year teacher.

Name: _____

Position: _____

School: _____

Source: Dumont School District Mentoring Manual. Reprinted with permission.

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RESOURCE 19: Sample Mentoring Intent Form

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

Name _____ School Phone _____

School _____ Assignment _____

Home Address _____

City, State, Zip _____

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, supervisor or vice 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.

Building Principal Date

Supervisor or Vice Principal Date

Colleague Date

Source: Flemington Raritan Schools, New Jersey. Reprinted with permission.

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RESOURCE 20: Sample Mentoring Contract

The mentoring contract brings together the mentor, the novice teacher, and the principal and spells out each person’s responsibilities. When each person’s responsibilities are faithfully discharged, children’s education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal, make it clear that the novice teacher is a colleague, and that collegial relationship strengthens the education of the novice teacher’s students.

The mentor and the novice teacher hereby agree:

- To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.

The mentor hereby agrees:

- To review the background of the novice teacher to provide the type and amount of support indicated by this background.
- To attend the novice teacher’s classes regularly and provide the novice teacher with feedback, coaching, and support.
- To be available for informal support and consultation.

The novice teacher hereby agrees:

- To observe the mentor’s teaching, as well as the teaching of other experienced professionals.
- To work on following the suggestions which the mentor makes.
- To seek out the mentor for answers to questions that may arise.

The principal hereby agrees:

- To observe and evaluate the novice teacher.
- To provide support to both the mentor and the novice teacher.
- Not to solicit evaluative comments from the mentor regarding the novice teacher.
- To allow the mentor up to five periods of release time to observe the novice teacher, if needed.

All the signers agree:

- To follow all New Jersey regulations for mentoring aligned with the NJ Professional Standards for Teachers as outlined in the district mentoring for quality induction program.

Mentor Date:

Novice Teacher Date:

Principal Date:

Source: Dumont School District Mentoring Manual. Reprinted with permission

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RESOURCE 21: An Ethical Code of Practice for Mentoring

- The mentor's role is to respond to the novice teacher's development needs and agenda; it is not to impose his/her own agenda.
- Mentors must work within the current agreement with the novice teacher about confidentiality.
- The mentor will not intrude into areas the novice teacher wishes to keep private until invited to do so. However, he/she should help the novice teacher recognize how other issues may relate to these areas.
- Mentor and novice teacher should aim to be open and truthful with each other, and themselves, about the relationship.
- The mentoring relationship must not be exploitative in any way, nor must it be open to misinterpretation by others.
- Mentors need to be aware of the limits of their competence and operate within these limits.
- The mentor has a responsibility to develop his or her own competence in mentoring.
- The novice teacher must accept increasing responsibility for managing the relationship; the mentor should empower him/her to do so and must generally promote the novice teacher's autonomy.
- Mentor and novice teacher should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.
- Either party may dissolve the relationship. However, both mentor and novice teacher have a responsibility for discussing the matter together, as part of mutual learning.
- The novice teacher should be aware of his/her rights and any complaints procedures.
- Mentors must be aware of any current law and work within the law.

Source: Adapted from *Mentoring Towards Excellence* (p. 114), Learning and Skills Council, October 2001, Coventry: UK: National Office. Reprinted with permission.

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RESOURCE 22: No-Fault Exit Process

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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.

If a mentoring relationship does not gel or if it does not provide a significant degree of satisfaction for either participant, there must be a way to conclude the relationship without damage to anyone. Consideration should be given to the fact that the participants may well become colleagues in the future. Deciding at the beginning of the mentoring for quality induction program how a non-collegial relationship will be concluded is important and can be something like having a “pre-nuptial contract” or “no-fault divorce.”

This feature or process involves a mutual agreement which must be emphasized to both mentors and novice teachers in a joint orientation session and discussed by the participants in their first meeting. It could also be a statement added to a mentoring contract.

The agreement should specify that either party has the option of discontinuing the mentor-novice teacher relationship for any reason, expressed or not. Either participant may choose to notify the other of the desire to discontinue or consult with the school leader or program coordinator to seek support in concluding the relationship.

The no fault exit strategy should not be used as an excuse to avoid dealing with a difficult situation. If the mentor believes the novice teacher is experiencing extreme difficulty and needs more assistance than he/she can provide, then the mentor must provide this feedback to the novice teacher after consultation with the school leader or the program coordinator.

A suggested protocol for a graceful exit:

- Phone school leader or program coordinator to alert them of the difficulties being encountered and request dissolution of the mentor-novice teacher partnership.
- School leader or program coordinator discusses the need for an exit with the mentor and novice teacher.
- Partnership is dissolved.
- New match is made.

Ensure that no blame is attached to either partner in a no-fault exit process.

Source: *Resource Book* (p. 44), ORC Mentoring Program, April 2003. Used with permission.

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RESOURCE 23: Sample Mentor Training Agenda

Preparing Reflective Mentors: The First Year

| Wednesday, August | Reflecting: Self as Mentor |
|-------------------------|---|
| 8:45 a.m. – 9 a.m. | Arrival and Registration |
| 9:00 a.m. – 9:45 a.m. | Welcome and Introductions Overview of Training Identification of Objectives “Two Heads are Better than One” Review of the Literature (Slide Show) Self a Teacher/Self as Mentor Needs of the Novice Teacher Reflections on Mentor’s Own Experience |
| 10:00 a.m. – 11:00 a.m. | Self-Awareness: Needs Assessment Meyer Briggs (Modified Version) |
| 11:15 a.m. – 12:00 p.m. | Trust Building Activity Reflection Model and Prompt #1 Definition of Reflection |
| Thursday, August | Coaching: Assistance – Not Assessment |
| 9:00 a.m. – 9:15 a.m. | Opening and Overview Relationships Activity |
| 9:15 a.m. - 9:45 a.m. | Mentoring and the District The Learning Pyramid The Non-tenured Teacher Job Description |
| 9:45 a.m. – 11:15 a.m. | Mentor Coaching – Confidentially Instruction Demonstration Practice Activity |
| 11:30 a.m. – 12:00 p.m. | Reflective Prompt #2 Closure |
| Friday, August | Building a Relationship |
| 10:00 a.m. – 12:00 p.m. | First Year Novice and Mentors Work in pairs at the schools Creating timetables |

Source: *Preparing Reflective Mentors Pilot Program*, South Brunswick Public Schools, NJ.
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RESOURCE 24: Sample Mentoring Training Schedule

Mentoring Training Schedule 2004-2005 4:00-5:00 PM

| Date | Topic | Group | Presenter(s) | Location |
|--------------|---------------------------------------|---|---|--------------|
| September 23 | Planning and Reflection | Mentors | Presenters | RFMS Library |
| | Lesson Plans and Class Management | 1st Year Teachers | | |
| October 14 | Conferences and Grading | 1st Year Teachers | Presenters | RFMS Library |
| October 28 | Special Services | 1st Year Teachers | Presenters | RFMS Library |
| December 2 | School Law & Legal Issues | 1st Year Mentees | Presenters | RFMS Library |
| January 13 | What Do I Do When... | 1st Year Mentees & 2nd Year Teachers | All Principals, Supervisors and Director | RFMS Library |
| | | Mentors | Presenters | |
| February 24 | Testing, Assessment & NCLB | 1st Year Mentees | Presenters | RFMS Library |
| April 7 | Topic Breakout Groups and Celebration | 1st Year Teachers 2nd Year Teachers Mentors | Principals, Vice Principals, Director, Supervisors, Assist. Supt. | RFMS Library |

Source: Flemington Raritan Schools, New Jersey. Reprinted with permission.

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RESOURCE 25: Common Mentoring Activities

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Before Mentoring Begins

- Mentors receive training in communication, teacher observation and conferencing, and effective instruction skills.
- Mentors and novice teachers attend an orientation session covering program expectations, participant responsibilities, and program activities.
- Mentors and novice teachers meet in the novice teachers' classrooms to talk about practical considerations for the opening of school, such as: room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week.

During the First Few Months of School

- Mentors and novice teachers meet frequently both formally and informally to discuss issues of instruction and classroom management.
- Mentors provide emotional support to novice teachers.
- Mentors observe novice teachers once a week and give feedback.

During the Remaining Months of the School Year

- Mentors and novice teachers meet less often.
- Novice teachers observe in mentors' classrooms.
- Mentors and novice teachers establish a dialogue on effective teaching.
- Mentors and novice teachers review their relationship to determine whether it should continue.

At the End of the School Year

- Mentors and novice teachers evaluate the program.
- Mentors and novice teachers participate in a recognition ceremony.

Source: Dumont School District Mentoring Manual. Reprinted with permission.

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RESOURCE 26: Sample of Summer Required Courses for Novice Teachers

| Required Courses - Elementary | Required Courses - Middle School |
|---|--|
| Year One | Year One |
| Teaching Reading K-2 or Teaching Reading 3-8 (2 days) *See Note Below | Teaching Reading 3-8- Language Arts, Reading Teachers *See Note Below |
| Writing Project K-2 or Writing Project 3-8 -1 _ days (8 hours) *See Note Below **(Related arts teachers must attend) | Writing Project 3-8- 1 _ days- 8 hours- All content area teachers (math, science, social studies, language arts and related arts teachers must attend) *See Note Below |
| K-2 –Introduction to Everyday Math/ Science Teaching 1 day *See Note Below | Middle School Science- 1 day- As arranged with Peg Codey, Math/Science Supervisor (284-7539) *See Note Below |
| 3-5 – Introduction to Everyday Math/ Science Teaching 1 Day *See Note Below | Middle School Math- 1 day- As arranged with Peg Codey, Math/Science Supervisor (284-7539) *See Note Below |
| Year Two | Year Two |
| Teaching Reading K-2 or Grades 3-8 Follow-up- 1 day (5 hours) | Teaching Reading Grades 3-8 Follow-up- 1 day (5 hours) |
| K-6 Everyday Math – 1 day (5 hours) | Grade 6-K-6 Everyday Math–1 day (5 hours) |

Cooperative Learning

- Year One- Basic Cooperative Learning (4 days)
 - **Year Two- Level I Cooperative Learning (2 days)
 - **Year Three- Level II-Cooperative Learning (2 days)
- ** Teachers may choose to take Level II and Level III in the same year.

ITIP

- Year One/Two

***Note:** Elementary and Middle School - ESL, Resource Center, and Student Support teachers must take Teaching Reading, Writing Project, Science Teaching, and Introduction to Everyday Math courses at the appropriate level. Self-Contained Learning Disabilities teachers must take Science Teaching, Teaching Reading, and Writing Project courses.

**Related Arts include music, art, computer, library/media, TIE, physical education/health, gifted and talented, guidance, world language, materials processing, family and consumer science, study skills, communication arts, and speech.

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RESOURCE 26 (continued)

Additional Courses:

- Additional course offerings may be found in the Staff Development Course Offering booklet.
- Technology Courses count toward teachers' required days. However, teachers will NOT receive district credit for the courses.
- Certified teachers will receive hours toward the state-mandated 100 hours of professional development. Provisionally certified teachers do not receive hours toward the state-mandated 100 hours of professional development.

Hours and Credit Time: 1 day = 5 hours **Time of courses:** 8:30 a.m. – 2:30 p.m.

Required Time:

Certified Teachers - 3 days plus 2 Orientation Days

Provisionally Certified Teachers - Need to be Mentored- 3 days this summer plus 2 Orientation Days (Aug. 26 & 27) Next Summer- 2 days

Location

Reading-Fleming Middle School, 50 Court Street, Flemington, NJ

Source: Flemington Raritan Schools, New Jersey. Reprinted with permission.

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RESOURCE 27: Sample Standards-Based Action Plan

| | | |
|--|--|--|
| Professional Learning Opportunities | | |
| Alignment with Professional Standards for Teachers | | |
| Participants (e.g., mentors, novice teachers, school leaders) | | |
| Resources (i.e., people, money, time, facilities) | | |
| Program Evaluation (evidence of implementation and impact on teacher effectiveness and student learning) | | |
| Person in Leadership Role | | |
| Timeline | | |

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE 28: Sample Action Plan

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Goal:

Tasks/Action Steps

What will be done?

Responsibilities

Who will do it?

Resources

Funding, Time, People, Materials

Timeline

By when? (day/month)

Implications for Professional Development

Evidence of Success

(How will you know that you are making progress? What are your benchmarks?)

Evaluation Process

(How will you determine that your goal has been reached? What are your measures?)

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RESOURCE 28 (continued)

Continuous Improvement Plans (Action plan review and update)

| | | |
|-------------------------|------------|------|
| Results/Accomplishments | Next Steps | Date |

Source: Adapted from *Action Plan Template*, WestEd, San Francisco, CA: WestEd.

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RESOURCE 29: Sample District Professional Development Action Plan for Mentoring

| Novice Teacher Training for First-Year Teachers | | | | | | | Level: E MS HS | | | Year: _____ |
|---|----------------------|---|---|--------------------------------------|---------------------------|---------------------------|----------------|--|--|-------------|
| Topic | Staff to be Serviced | Location/Date | Resources & Materials | Activity | Evaluation Strategy | Person Responsible | Goal | | | |
| #1 Getting Reading for Opening Day | Novice Teachers | BTTC Office of Education August 9 – 3:30 | Topic Information Packet and Professional Materials | Seminar | Seminar Evaluation Form | Human Resources Personnel | B, C | | | |
| #2 Classroom Management for New Teachers | Novice Teachers | BTTC Office of Education August 9 – 3:30 | Topic Information Packet and Professional Materials | Seminar | Seminar Evaluation Form | Human Resources Personnel | B, C | | | |
| #3 Preparing for Effective Parent-Teacher Conferences | Novice Teachers | BTTC Office of Education October 4 – 7:30 | Topic Information Packet and Professional Materials | Seminar | Seminar Evaluation Form | Human Resources Personnel | B, C | | | |
| Mentor/Novice Teacher Meetings | Novice Teachers | TBD by Mentors | Handouts | Discussions Question-Answer Sessions | Mentor Log | Mentors | B, C, D, E, F | | | |
| Core Curriculum Content Standards | Novice Teachers | Building/Ongoing | Handouts | Discussion | Checklist Feedback Sheets | Administration | A, C, D | | | |
| Classroom Visitation | Novice Teachers | Building/October | None | Observe Veteran Teachers | Follow-Up Discussion | Administration | B, C, D | | | |
| Mentor Observations | Novice Teachers | Classroom/October & Ongoing | None | Observation and Follow-Up Conference | Mentor Log | Mentors | B, C, D, E | | | |

Source: Washington Township Public Schools Mentoring Plan (6/25/02) - Professional Development Action Plan, pp. 15-21. Reprinted with permission.

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RESOURCE 30: Five Levels of Professional Development Evaluation

| Evaluation Level | What Questions Are Addressed? | How Will Information Be Gathered? | What is Measured or Assessed? | How Will Information Be Used? |
|--|---|---|--|--|
| 1. Participants' Reactions | <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 right temperature? • Were the chairs comfortable? | 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"> • District and school records • Minutes from follow-up meetings • Questionnaires • Structured interviews with participants and district or school administrators • Participant portfolios | The organization's advocacy, support, accommodation, facilitation, and recognition | <ul style="list-style-type: none"> To document and improve organizational support To inform future change efforts |
| 4. Participants' Use of New 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 their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes | 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 performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing? | <ul style="list-style-type: none"> • Student records • School records • Questionnaires • Structured interviews with students, teachers, parents, and/or administrators • Participant portfolios | Student learning outcomes: <ul style="list-style-type: none"> • Cognitive (Performance & Achievement) • Affective (Attitudes & Dispositions) • Psychomotor (Skills & Behaviors) | <ul style="list-style-type: none"> To focus and improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional development |

Source: Reprinted from Taking a second look at accountability, *Journal of Staff Development*, 26(1), by Thomas Guskey. (Oxford, OH: National Staff Development Council, 2005), p. 14, with permission of the National Staff Development Council. All rights reserved.

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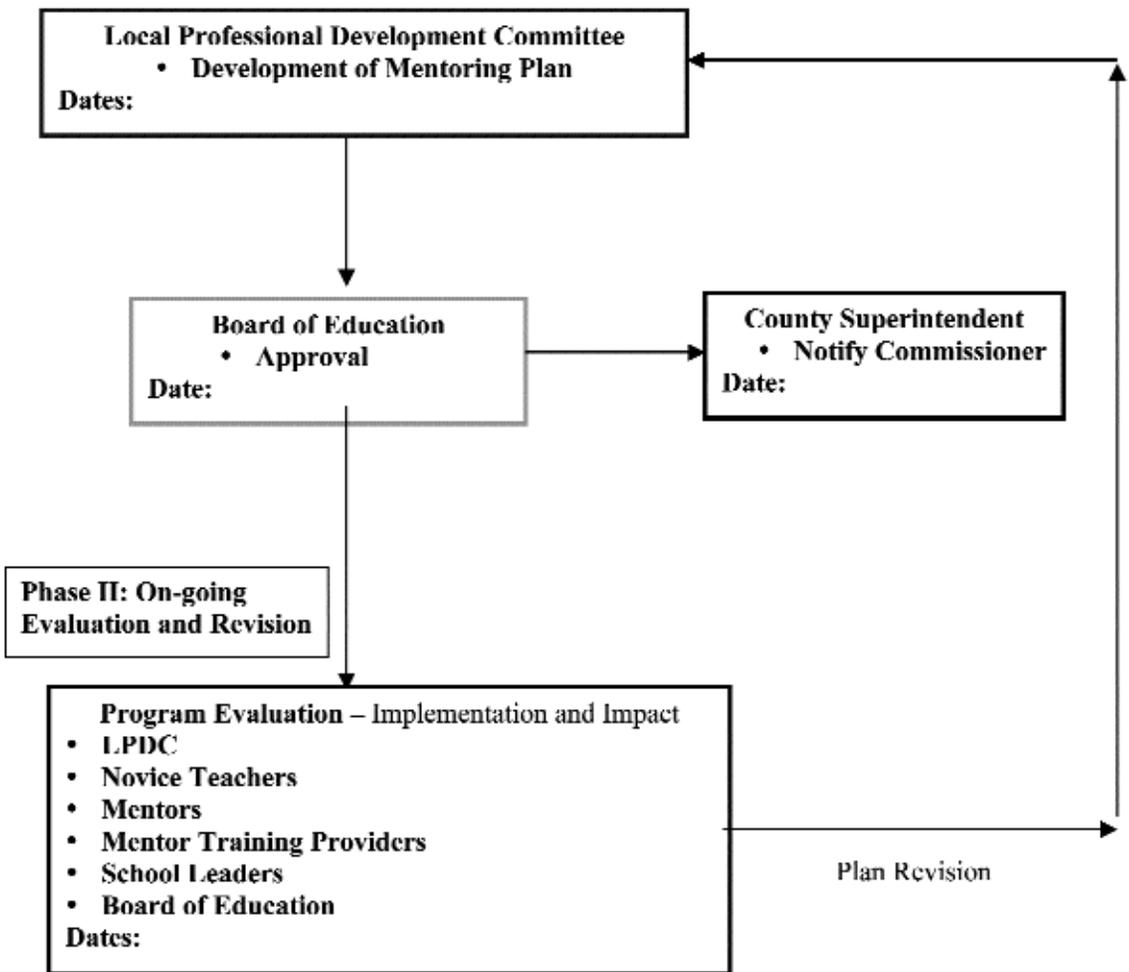


RESOURCE 3 I: Graphic for Timeline of District Mentoring Plan

Alignment of Mentoring Plan with . . .

- *N.J.A.C. 9-3.3* NJ Professional Standards for Teachers
- *N.J.A.C. 6A:9-8.4* Regulations for Local Mentoring Plan

Phase I – Start of Process



Source: New Jersey Department of Education, Mentoring Task Force, 2005.