

Glassboro Public Schools

Mentor Plan



Developed by:

Glassboro Professional Development Committee

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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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Section 1

District Profile

DISTRICT PROFILE SHEET

The district profile sheet reflects the mentoring data from the 2012-2015 school year.

Name of District: Glassboro Public Schools

District Code: 1730 County Code: 15

District Address: George Beach Administration Building

560 Joseph Bowe Boulevard

Glassboro, NJ 08028

Chief School Administrator: Dr. Mark Silverstein; Superintendent

Mentoring Program Contact: Danielle Sochor; Director of Curriculum & Personnel

Mentoring Program Contact Phone: (856) 652-2700 ext. 76210

Mentoring Program Contact E-mail: dsochor@glassboroschools.us

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: 3

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 2

Number of novice special education teachers with a standard license: 0

Number of Mentors: 5

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

K-5 3 6-8 1 9-12 1 Special education (all grades) _____

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

LPDC SIGN-OFF SHEET

Name of District: **Glassboro**

District Code: 1730 County Code: 15

County: **Gloucester**

County Code: 15

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.

District Board of Education Approval Notification

County Superintendent

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

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

(Signature of Board of Education President)

(Signature of Board of Education Vice-President)

(Date)

**BOARD OF
EDUCATION
APPROVAL**

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

District _____ Code: _____

County _____ Code: _____

Completed

	Yes	No	Comments
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.

Section 2

Needs Assessment

The Local Professional Development Committee, in an effort to design the most comprehensive and rigorous Mentor Plan for the district, will conduct several surveys to assess the district's mentoring plan needs. These surveys will provide baseline data to assess current and future needs of the program.

Three surveys are distributed annually as follows:

- Survey for novice teachers at the conclusion of their first year.
 - A “novice teacher” refers to any full-time or part-time teacher who has not completed one year of full-time teaching under a valid state teaching certificate.
- Survey for mentor teachers at the conclusion of their mentor-novice relationship.
- Survey for 2nd – 4th year teachers to determine mentoring needs

Following the distribution, collection, and analysis of the following surveys, the current needs of the district mentoring plan will be determined and the plan will be adjusted accordingly.

Our district concerns for the 2012-2015 Mentoring Plan include, but are not limited to, the following:

- Additional time for daily face-to-face mentoring
- Release time for more frequent classroom visitations by both mentors and novice teachers
- Assistance in diagnosing students with special needs
- Assistance in meeting the diverse needs of the student population
- Managing time and work
- Allowing for co-teaching experiences
- Continuation of the mentor/novice teacher relationship beyond the initial mentoring experience

District Mentoring Plan: Novice Teacher Survey

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area
- E. Very high need for assistance in this area

- | | |
|---|---|
| <input type="checkbox"/> 1. Finding out what is expected of me as a teacher | <input type="checkbox"/> 14. Dealing with individual differences among students |
| <input type="checkbox"/> 2. Communicating with the principal | <input type="checkbox"/> 15. Understanding the curriculum |
| <input type="checkbox"/> 3. Communicating with other teachers | <input type="checkbox"/> 16. Completing administrative paperwork |
| <input type="checkbox"/> 4. Communicating with parents | <input type="checkbox"/> 17. Using a variety of teaching methods |
| <input type="checkbox"/> 5. Organizing and managing my classroom | <input type="checkbox"/> 18. Facilitating group discussions |
| <input type="checkbox"/> 6. Maintaining student discipline | <input type="checkbox"/> 19. Grouping for effective instruction |
| <input type="checkbox"/> 7. Obtaining instructional resources and materials | <input type="checkbox"/> 20. Administering standardized achievement tests |
| <input type="checkbox"/> 8. Planning for instruction | <input type="checkbox"/> 21. Understanding the school system's teacher evaluation process |
| <input type="checkbox"/> 9. Managing my time and work | <input type="checkbox"/> 22. Understanding my legal rights and responsibilities as a teacher |
| <input type="checkbox"/> 10. Diagnosing student needs | <input type="checkbox"/> 23. Dealing with stress |
| <input type="checkbox"/> 11. Evaluating student progress | <input type="checkbox"/> 24. Dealing with union-related issues |
| <input type="checkbox"/> 12. Motivating students | <input type="checkbox"/> 25. Becoming aware of special services provided by the school district |
| <input type="checkbox"/> 13. Assisting students with special needs | |

Part B. Please respond to the following items.

26. List any professional needs you have that are not addressed by the preceding items.

27. What additional types of support should the school district provide to you and to other novice teachers?

District Mentoring Plan: Needs Assessment Questionnaire for Mentors

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area
- E. Very high need for assistance in this area

- | | |
|---|--|
| <input type="checkbox"/> 1. Learning more about what is expected of me as a mentor | <input type="checkbox"/> 10. Helping my novice teacher design a long-range professional development plan |
| <input type="checkbox"/> 2. Collecting classroom observation data | <input type="checkbox"/> 11. Finding resources and materials for my novice teacher |
| <input type="checkbox"/> 3. Diagnosing needs of my novice teacher | <input type="checkbox"/> 12. Providing emotional support for my novice teacher |
| <input type="checkbox"/> 4. Interpersonal skills | <input type="checkbox"/> 13. Co-teaching with my novice teacher |
| <input type="checkbox"/> 5. Assisting my novice teacher with classroom management | <input type="checkbox"/> 14. Managing my time and work |
| <input type="checkbox"/> 6. Helping my novice teacher develop a variety of effective teaching strategies | <input type="checkbox"/> 15. Problem-solving strategies |
| <input type="checkbox"/> 7. Using principles of adult learning to facilitate the professional growth of my novice teacher | <input type="checkbox"/> 16. Helping my novice teacher motivate students |
| <input type="checkbox"/> 8. Socializing my novice teacher into the school culture | <input type="checkbox"/> 17. Helping my novice teacher diagnose student needs |
| <input type="checkbox"/> 9. Helping my novice teacher maintain student discipline | <input type="checkbox"/> 18. Helping my novice teacher deal with individual differences among students |
| | <input type="checkbox"/> 19. Helping my novice teacher evaluate student progress |
| | <input type="checkbox"/> 20. Engaging in expert coaching of my novice teacher |

Part B. Please respond to the following items.

21. List any needs that you have as a mentor that are not addressed by the preceding items.

22. What additional types of support should the school district provide to you and to other mentors?

Source: How to Help Beginning Teachers Succeed, S. Gorden, Alexandria, VA: ASCD, 55-56, ©2000 Reprinted with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

District Mentoring Plan: Program Evaluation Process

Open-ended Questions

1. The biggest challenge that I had my first year was...
2. During my first year, I wish I had known...
3. One problem that I could not handle was...
4. One benefit of having a mentor was...
5. The most important thing I learned from my mentor was...
6. If I was a mentor and I had a novice teacher, I would be sure to...
7. If I were to design a mentor training program, I would emphasize...

Thank you for your assistance.
The Local Professional Development Committee

Source: Adapted from Mentoring: A Resource and Training Guide for Educators (4-29--4-33), by A. Newton, K. Bergstrom, N. Brennan, K. Dunne, C. Gilbert, N. Ibarguen, M. Perez-Selles, & E. Thomas, 1994, Andover, MPc The Regional Laboratory for Educational Improvement. Used with permission.

Section 3

Vision & Goals

Vision

The vision of the Glassboro Professional Development Committee is to develop a comprehensive and rigorous mentoring program firmly grounded in the Standards for Required Professional Development of Teachers. The purpose of this novice teacher induction program is to provide emotional and professional support for the novice teacher through mentoring and other complementary programs. Research demonstrates that many novice teachers are denied necessary support in their beginning years. Too often, young teachers leave the profession before having the opportunity to become effective and confident. One in ten teachers who have left the profession say the primary reason they left was inadequate support. In addition, one-third of the teachers who have left the profession say that if a high-quality mentoring program had been in place, they would have likely continued teaching. Mentoring provides for the rapid growth of novice teachers, enhances student learning, and provides novice and veteran teachers with increased opportunities for professional growth.

Goals

The Department of Education defines the goals for local mentor plans as follows:

- ❖ To enhance teacher knowledge of and strategies related to *Core Curriculum & Common Core Standards* in order to facilitate student achievement;
- ❖ To facilitate exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and
- ❖ To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.

The goals set forth by the Department of Education are in sync with those of the Glassboro Education Association. This mentoring plan also provides novice teachers with the support necessary to become successful and at the same time recognizes the accomplishments of those who are currently teaching.

Additional goals of the Glassboro Public School Mentoring Plan include, but are not limited to the following:

- ❖ Ease novice 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

In addition, our district plan is in compliance with the state requirement for the twenty day mentoring of alternate route teachers.

(Source: NJEA Study of N.J. Teachers who have Left the Profession, Sept. 2000)

Section 4

Mentor Selection

Compatibility and aptitude of both the mentor and novice teacher is a vital key to the success of any mentoring program. To this end, the Glassboro Public School District has instituted a sound and rigorous selection process. In order to be considered as a mentor teacher, possible candidates must meet all of the following criteria:

- 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

Mentor Applications will be made available to all interested candidates. Mentor candidates must complete the Mentor Teacher Application Form and submit the completed form to their Building Principal.

Glassboro Public Schools
Mentor Teacher Application Form

Directions: Answer the following questions and forward the completed form to your Building Principal.

I have reviewed the mentor application packet and would like to be considered for the position of mentor. I understand that the role of a mentor is a critical factor in the success of a novice teacher.

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 beginning teachers?

2. How are you keeping current in curriculum areas? State specific examples related to your annual Professional Development Plan (PDP)

Applicant's Signature: _____ Date: _____

PRINCIPAL'S MENTOR NOVICE ASSIGNMENT

I have assigned _____, as a mentor teacher to _____,
a first/second year teacher for the 20__-20__ school year.

Principal's Signature: _____ Date: _____

Principal: Please forward this form to the Director of Curriculum & Personnel

Qualities & Criteria of Effective Mentors

In addition to the above criteria, the qualities of an effective mentor - as identified by participants in mentoring programs nationwide - may be organized into four general categories: attitude and character; professional competence and experience; communication skills; and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting 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 life-long 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 learn new teaching strategies from protégés

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 technology effectively
- ❖ Is efficient with the use of time
- ❖ Conveys enthusiasm, 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 protégé'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

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

Section 5

Roles & Responsibilities of Mentors

Mentor Teacher Responsibilities

The success of a mentoring program depends on the well-defined role of the mentor.

The administrator plays an important role in providing adequate support for mentor and novice teachers.

Role of Mentor

- ❖ To focus on classroom activities, including instructional techniques and curriculum, classroom management, and teacher performance;
- ❖ To serve as a critical friend;
- ❖ To model effective instructional techniques for the novice teacher;
- ❖ To socialize novice teachers into the school community;
- ❖ To provide appropriate feedback after a non-evaluative observation or visitation;
- ❖ To provide emotional support; and
- ❖ To educate the novice teacher about special programs in the school or district.

Role of Administrator

- ❖ To be trained in the mentoring process;
- ❖ To participate in the selection and assignment of mentors;
- ❖ To pair the mentors and the novice teachers; and
- ❖ To provide a schedule which includes mutual release time for mentors and novice teachers

Section 6

Professional Learning Component for Mentor Teachers

Provisions for Comprehensive Mentor Training

This District Mentoring Plan provides the following activities to construct a foundation for and to further solidify the success of the mentor/novice relationship. The following structure provides for in-person contact between the mentor and novice teacher for a period of at least 30 weeks:

Before School Starts

- ❖ Mentors receive training in communication, teacher observation, and conferencing, and effective instructional 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 teacher's classroom to talk about practical considerations for the opening of school such as: room arrangements, 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, both summative and formative assessment, 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

- ❖ Mentor and novice teachers meet when necessary.
- ❖ Novice teachers observe in mentors' classrooms.
- ❖ Mentors and novice teachers establish a dialog 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 and/or personal commemoration.
- ❖ Mentoring training continues.
- ❖ Mentors, novices, and administrators evaluate the program.

(Source: *Mentoring Programs for New Teachers* by Ellen Newcombe Research for Better Schools, Phila. PA)

Section 7

Professional Learning Component for Novice Teachers

On an annual basis, all novice teachers are afforded the opportunity to participate in Rowan University's Beginning Teacher Workshop. Furthermore, all novice teachers are required to attend district provided orientation, classroom management workshop, and learning styles/differentiated instruction workshop.

The following information was compiled by the LPDC as part of our yearly Professional Development Plan:

In addition to the above, all novice teachers were given the opportunity to participate in a variety of staff development workshops and seminars throughout the 2010-2011 school year. These opportunities reflect both the New Jersey Professional Standards for Teachers and the Eight Key Elements of High Quality Professional Development. In an effort to indicate this connection, corresponding Standards for Required Professional Development for Teachers have been listed in brackets immediately following each opportunity. Major training opportunities included, but were not limited to:

1. Technology/Computer Training (1.1-1.3, 12.1-12.3)
2. Math Workshops (1.1-1.3)
3. Language Arts Literacy Workshops (1.1 – 1.3)
4. Classroom Management (2.1-2.7)
5. 4MAT Training - Learning Styles (2.1-2.7, 5.1-5.3)
6. Cooperative Learning (2.1-2.7, 5.1-5.3)
7. Read 180 (2.1-2.7, 5.1-5.3)
8. Differentiated Instruction (2.1-2.7, 5.1-5.3)
9. Creating and Managing the Writer's Workshop (2.1-2.7, 5.1-5.3)
10. Everyday Math (2.1-2.7, 4.1,4.2, 5.1-5.3)

The district also has curriculum committees in all major content subjects and for many of the special areas. Novice teachers are encouraged to participate in these committees in order to develop collegial relationships beyond that of mentor/novice. The District Curriculum Committees assist in fostering vertical and horizontal articulation among grade levels. Responsibilities of the committees include, but are not limited to: (1) ensuring horizontal and vertical articulation of programs between schools and grade levels; (2) providing communication with personnel on all levels; (3) reviewing, and where necessary, the revision of curriculum guides; (4) continuing to align curricula to infuse the new *Common Core Standards*; (5) recommending staff development activities and programs.

Finally, individual schools have level and department meetings to discuss educational (1.1, 1.2, 1.3, 3.1.1, 9.1-9.8) and instructional issues (2.2, 2.3, 2.5, 2.6). The schools also form PLCs to analyze state and standardized test results. Reports and/or action plans are written to share with the staff, citing strengths and weaknesses shown by the testing program (4.1, 4.2, 11.1). Novice teachers are further encouraged to participate in these PLCs.

Mentor Program Planning Worksheet

Knowledge & Skills Needed by Novice Teachers	What Mentor Teachers Need to Know to Meet Novice Teachers needs	Developmental Opportunities for Mentors	Support for Mentor Teachers
<p>District mission & policies, building policies, norms and culture</p> <p>Community profile</p> <p>School curriculum & instructional resources. (i.e. lesson plans, <i>NJCCS</i>, <i>Common Core</i>)</p> <p>Effective classroom management/student discipline practices</p> <p>Feedback on instructional practices being used</p> <p>Relationships with other members of the school family. (i.e. committees, interpersonal relationships)</p> <p>Ability to assess and plan for own developmental needs</p> <p>Ability to build supportive relationships with mentors and others. (i.e. students, parents, administrators, staff, etc.)</p>	<p>Knowledge of district and building policies and culture</p> <p>Knowledge of community characteristics and norms</p> <p>Knowledge of school curriculum, <i>NJCCS</i>, <i>Common Core</i> and other instructional resources</p> <p>Classroom management practices</p> <p>Observation and coaching skills</p> <p>Relationship building skills</p> <p>Knowledge of adult learning theory</p> <p>Understanding of differentiated instruction and assessments techniques</p> <p>Interpersonal communication skills</p>	<p>Access to best-practice data base: www.state.nj.us/njded/profdev/</p> <p>Training opportunities</p> <p>Opportunities for monthly mentor sharing</p>	<p>Time for mentor/novice meetings</p> <p>Time and financial support for mentor training</p>

Novice Teacher Needs Assessment

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources, and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Information about Policy and Procedures Accessing Resources

- | | |
|--|--|
| <input type="checkbox"/> The teacher-evaluation system | <input type="checkbox"/> Organizing/setting up my classroom |
| <input type="checkbox"/> Paperwork and deadlines | <input type="checkbox"/> Accessing instructional materials and resources |
| <input type="checkbox"/> Expectations of the principal | <input type="checkbox"/> Arranging field trips |
| <input type="checkbox"/> Expectations of my colleagues | <input type="checkbox"/> Ordering materials |
| <input type="checkbox"/> Communicating with parents | <input type="checkbox"/> Using the library and media resources |
| <input type="checkbox"/> Standardized tests | <input type="checkbox"/> Working with special services |

Working with Students Managing Time

- | | |
|--|--|
| <input type="checkbox"/> Establishing classroom routines | <input type="checkbox"/> Organizing my day/week |
| <input type="checkbox"/> Motivating reluctant learners | <input type="checkbox"/> Lesson planning |
| <input type="checkbox"/> Maintaining student discipline | <input type="checkbox"/> Following the daily/weekly schedule |
| <input type="checkbox"/> Assessing student needs | <input type="checkbox"/> Attending meetings |
| <input type="checkbox"/> Differentiating instruction for individual learners | <input type="checkbox"/> Supervising extracurricular activities |
| <input type="checkbox"/> Opportunity for professional development | <input type="checkbox"/> Maintaining personal/professional balance |
| <input type="checkbox"/> Evaluating student progress | <input type="checkbox"/> Implementing the curriculum |

Consideration for our mentor/novice teacher relationship:

Other areas I'd like to address:

Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.119), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com

Section 8

Action Plan for Implementation

Action Plan for Implementation

- ❖ The Local Professional Development Committee will submit District Teacher Mentor Plan to the Board of Education for approval.
- ❖ Plan implementation will continue throughout the 2012-2015 school years with the recruitment of teachers and training.
- ❖ Mentor applications are available to all interested candidates.
- ❖ Upon selection by the Principal, mentors will attend initial training.
- ❖ When scheduling for the next school year, the administration will consider coordinating common preparation time for novice teachers and their mentors.
- ❖ Mentors, as well as novices, will attend an orientation session prior to the beginning of the school year.
- ❖ During the school year, continuing education programs will be available to mentors.
- ❖ The LPDC will review the effectiveness of the mentor plan with input from mentors, novices, supervisors, and administration prior to the annual report on the effectiveness of the mentoring program to the county superintendent. In addition, the effectiveness of the mentoring plan will be reported every three years through the district mentoring process.

Consideration of Collaborative Arrangements with Colleges & Universities

Consideration for collaborative arrangements will be given to Rowan University. Further consideration will be given to any state approved program in mentoring.

Other Resources

Beginning Teacher Tips

<http://www.consultpivotal.com/Beginning%20Teacher%20Tips.htm>

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

[http://ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

Side by Side: A Mentoring Newsletter

<http://www.state.nj.us/njded/profdev/mentor/newsletter/mentoring1.pdf>

Section 10

Funding Resources

Use of State Funds

State funds will be utilized to offset the cost of the implementation of the mentoring program and shall supplement, rather than supplant, any federal or local funds devoted to planning and implementation of this plan.

Section 11

Program Evaluation

Program Evaluation

The Glassboro Public School District Novice Teacher Program will be evaluated primarily based upon the following criteria:

- ❖ Job satisfaction
- ❖ Adequacy of time
- ❖ Quality of training

Teacher surveys were distributed at the close of the 2010-2011 school year. The following issues are of primary concern to our Novice and Mentor teachers and will be incorporated into subsequent plans:

Novice/second – fourth year teacher concerns:

- Time to work and collaborate with mentor teachers.
- Additional time for daily face-to-face mentoring
- Release time for more frequent classroom visitations by both mentors and novice teachers
- Classroom management training
- Mentors need to facilitate a clearer understanding of curriculum
- Time to observe other teachers

Mentor teacher concerns:

- Time to meet and collaborate with novice teachers
- Clearer understanding of the role of a mentor
- Release time to observe novice teachers
- Assistance in diagnosing students with special needs
- Assistance in meeting the diverse needs of the student population
- Managing time and work
- Allowing for co-teaching experiences
- Continuation of the mentor/novice teacher relationship beyond the initial mentoring experience

Twenty-Day Requirement Addendum

In accordance with the New Jersey State Board of Education, effective May 1, 2006, the following strategies have been developed to address the twenty-day requirement for novice alternate route teachers:

- Districts will provide orientation and guided experience in the following areas:
 - New Jersey Core Curriculum Content Standards
 - Classroom Management and Discipline
 - State and district assessment of student progress and achievement
 - Lesson planning, including setting goals, meeting objectives and developing assessment tools
 - District policies and procedures
 - New Jersey Professional Standards for Teachers
- The Glassboro Public School District has developed several alternate and creative strategies to further address the 20-day requirement for the novice alternate route teacher. These activities will equal at least 90 hours of intensive mentoring. These strategies include, but are not limited to:
 - Providing experiences prior to the start of employment through local university programs and district orientation
 - Providing opportunities for novice teachers hired mid-year to observe the outgoing teacher and other veteran teachers
 - Providing a network of multiple mentors
 - Providing opportunities, through the use of substitute teachers, for veteran teachers to support the novice teacher in the classroom
 - Extending the 20-day intensive mentoring over a longer period to meet the requirement
- The Glassboro Public School District recognizes that there are often instances in which the 20-day requirements can and should warrant modification. These instances include, but are not limited to, modifications to address:
 - Candidates with teaching experience
 - Candidates who complete Phase 1A of regional training prior to employment
 - P-3 candidates who have served for one year as a lead teacher or two years as an assistant teacher in a pre-school
- The Glassboro Public School District will continue to research models that are being piloted that can serve as a substitute to the 20-day intensive mentoring requirement.

**NEW JERSEY DEPARTMENT OF EDUCATION
STATEMENT OF ASSURANCE AND INTENT
MENTORING PLAN INFORMATION SHEET
2012 – 2015**

Please complete the following district information and return this form with the Statement of Assurance and Intent to the Office of the County Superintendent.

Please type or print the information.

DISTRICT INFORMATION SHEET

DATE January 10, 2012

SCHOOL DISTRICT Glassboro Public School District

ADDRESS George Beach Administration Building COUNTY Gloucester

560 Joseph Bowe Boulevard

CITY/TOWN Glassboro ZIP 08028

CHIEF SCHOOL ADMINISTRATOR Dr. Mark Silverstein, Superintendent

PHONE (856)652-2700 E-MAIL msilverstein@glassboroschools.us

DISTRICT MENTORING CONTACT Danielle Sochor, Director of Curriculum & Personnel

PHONE (856)652-2700 E-MAIL dsochor@glassboroschools.us

LOCAL PROFESSIONAL DEVELOPMENT CHAIR Andrea M. LoCastro

PHONE (856)652-2700 ext. 73120 E-MAIL alocastro@glassboroschools.us

BOARD OF EDUCATION PRESIDENT Peter Calvo

PHONE (856)652-2700 ext. 76110 E-MAIL calvop@horizonsva.com

**NJ DEPARTMENT OF EDUCATION
STATEMENT OF ASSURANCE AND INTENT
MENTORING PLAN FOR 2012 – 2015**

STATEMENT OF ASSURANCE

The GLASSBORO PUBLIC school district verifies that the following statements are accurate and true for the 2012-2015 school year, in accordance with the mentoring regulations specified in N.J.A.C. 6A:9-8:

- All provisional teachers (Certificate of Eligibility and Certificate of Eligibility with Advanced Standing) are assigned a mentor upon beginning the provisional year.
- All provisional teachers (Certificate of Eligibility and Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.
- Mentor teachers are selected on the basis of their excellence in teaching, content expertise and understanding of the district norms, values and resources.
- All mentor teachers receive training that includes, at a minimum, the roles and responsibilities of mentoring and the effective components of a mentoring program.
- The local professional development committee has been assigned the task of developing the district mentoring plan.

Your signature indicates that you are attesting to the accuracy in meeting the existing state regulations.

Chief School Administrator Signature

Printed Name

STATEMENT OF INTENT

The Local Professional Development Committee acknowledges that they are beginning the work of developing a mentoring plan that aligns with the Professional Standards for Teachers and the mentoring regulations found in N.J.A.C.6A:9-8. The committee understands that a mentoring plan must be submitted to the Board of Education by June 15, 2012.

Local Professional Development Chairperson Signature

Printed Name

STATEMENT OF ACCEPTANCE

The Statement of Assurance has been presented to and accepted by the district Board of Education at a public meeting on _____. The Board of Education has agreed to submit this signed document to the county superintendent by August 1, 2012.

President, Board of Education Signature

Printed Name