

High Bridge School District



District Mentoring Plan 2022-2023

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Preface

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Section 1: Assessment

Current Assessment of Mentoring Program

We have continued to refine and improve upon our program. Our goals align with the New Jersey Professional Standards for Teachers. By maintaining our philosophy that the entire staff is part of the learning community for the mentoring and training of our new teachers, our previous staff training in peer coaching has enabled veteran teachers to assist new teachers, to feel more comfortable in volunteering as mentors, and to serve as a larger mentor base. Other elements in place include a self-assessment tool for novice teachers to direct their learning, a provision to “check” the relationships between mentors and novice teachers by an individual who has experience in counseling to provide oversight, and to continue an assessment component to evaluate the impact of mentoring on both teacher and student growth. An application process for mentors is in place and is annually distributed.

The mentoring program offers both the novice and mentor teachers a packet of written materials and resources which include:

- ✓ Log sheets to record meetings (time/topics/notes/reflections);
- ✓ A bibliography of resources;
- ✓ Survey forms to submit at the end of the process;
- ✓ Selected journal articles(different for both novice and mentor); and
- ✓ Self-assessment surveys.

New staff members are provided with an orientation to go over the organizational or “nuts and bolts” items associated with their position prior to the start of school. Additionally, all staff are provided with a staff handbook and a crisis manual that contain basic information, procedures, policies, and forms.

A professional library for mentoring has been developed over the past four years. The library included books, videos, and journals, and continues to grow in size. Staff were and still are, permitted and encouraged to attend out of district workshops and graduate courses in addition to professional development workshops held in house.

Section 2: Vision and Goals

Mentoring Vision

All novice teachers, i.e., those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of Students with Disabilities, are assigned a mentor upon beginning the provisional year. All novice teachers, i.e., those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of Students with Disabilities, will participate in a one-year mentoring program consisting of 30 weeks for traditional route and 34 weeks for alternate route.

Through its mentoring program, the High Bridge Borough School District seeks to provide not only what a new teacher in the High Bridge Borough School District needs in order to be successful but what a mentor needs to know or to be able to do in order to support a new teacher for his or her success. The High Bridge Borough School District recognizes success as the alignment and support of the New Jersey Professional Standards for Teachers, the Every Student Succeeds Act (ESSA), and the New Jersey Student Learning Standards. We envision our mentoring program as one which encompasses total school (district) involvement: administrative endorsement and facilitation, mentor and novice teacher engagement, and faculty-at-large support. By this process, we feel that we can increase not only the quality and retention of our novice teachers but the academic achievement of our students.

Mentoring Goals

Our goals for the Mentor Plan is to:

1. To enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement.
2. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
3. To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.
4. To assist novice and mentor teachers in developing reflective practice skills.
5. To increase our mentoring resources, including but not limited to, additions to our professional library, the provision of additional time during the course of the school day for mentors and novice teachers to meet, and the development of a cadre of in-house experts to work those involved in the mentoring program.
6. To help new teachers understand the district's policies and procedures.

Section 3: Roles and Responsibilities

Roles and Responsibilities

The following delineates the roles and responsibilities for school leaders, mentors, novice teachers, other members of the faculty, and the local professional development committee (LPDC).

School Leaders (Superintendent, Principal, Vice Principal, Director of Special Services)

- Inform novice teachers about the mentoring program and the New Jersey Provisional Teacher Program;
- Support and encourage qualified teachers to apply to become mentors;
- Select mentors based on application criteria;
- Match mentors and novice teachers by considering years of experience, teaching assignment, proximity, and personalities;
- Support and encourage the mentor-teacher relationship by scheduling time to plan together, observe each other, and conference following observations;
- Respect the confidentiality of the mentor-novice teacher relationship;
- Contribute to on-going program evaluation;
- Factor the needs of the mentoring for quality induction program into decisions made into the school, such as: scheduling time for mentors and novice teachers to meet and determining class time;
- Hold harmless the mentor and novice teacher when the mentoring relationship does not work;
- Become knowledgeable through training about the components of the mentoring for quality induction program;
- Coordinate and participate in orientation and other training programs for novice teachers;
- Serve as first mentor to the novice teacher; and
- Create and support a learning community that enhances the mentor-novice teacher relationship.

Mentors:

- Participate in sustained, ongoing mentor training;
- Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period;
- Be a model of professionalism; maintain effective or highly effective teacher evaluation.
- Maintain confidentiality for all mentor-novice activities;
- Establish regular weekly conferencing times to discuss novice teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the New Jersey Learning Standards;
- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel;

- Provide opportunities for the novice teacher to observe the mentor and other content experts;
- Observe the novice teacher during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management;
- Encourage the novice teacher to participate in collaborative professional learning activities such as action research, team meetings, and reflective practice;
- Document mentoring activities and time, and submit log to district;
- Contribute to on-going program evaluation; and
- Assist the novice teacher in understanding the importance of and receiving the benefits of the district’s observation /evaluation procedures.

Novice Teachers:

- Participate in the New Jersey Department of Education Provisional Teacher Program, which requires mentoring;
- Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period;
- Establish regular weekly conferring times to discuss novice teacher needs, obtain ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the New Jersey Student Learning Standards;
- Maintain confidentiality for all mentor-novice activities;
- Observe the mentor and other content experts during the school year;
- Provide opportunities for the mentor to observe through a collegial coaching model;
- Be open to constructive feedback from mentor, school leaders, and other content experts;
- Share openly effective strategies and techniques;
- Develop professional goals;
- Participate actively in a learning community;
- Document mentoring activities and time; and
- Contribute to ongoing program evaluation.

Other members of the Faculty

- Participate in the district’s current professional staff development program on peer coaching;
- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel;
- Demonstrate professionalism and support of their new colleague(s) in a creating a positive culture for learning and student success.
- For the school counselor, psychologist, or the school social worker, (as a skilled, non-threatening, non-administrative, impartial, and confidential staff member) meet periodically with the novice teacher(s) to “check in” to see how things are going and offer support, encouragement, and problem-solving strategies if needed.

Local Professional Development Committee

- Facilitate the professional development of mentors and new teachers;
- Elicit feed-back from the staff as a whole as to the success of the program, with their suggestions;
- Invite tenured colleagues to become mentors;
- Encourage colleagues to extend their hospitality, e.g., allow novice teachers to observe in their classrooms, share materials, ideas, etc.;
- Make recommendations to the administration for professional resources, e.g., journals, texts, videos, on-lines resources, speakers, etc.;
- Organize building level support sessions for new teachers and mentors.

Board of Education

- Provide the resources necessary to support the novice teachers, including release time;
- Review evaluation of mentoring program.

Section 4: Mentor Selection

Self-Survey: Should I Become a Mentor?

This checklist is designed to help teachers who are considering becoming mentors. Please place an X in the column that represents the degree to which the statement characterizes the way you see yourself. You may add those qualities (insert in 19 or 20*) that represent the unique or special assets you might bring to mentoring.*

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I see myself as being people-oriented. I enjoy working with other professionals.					
2. I am a good listener and respect my colleagues.					
3. I am sensitive to the needs and feelings of others.					
4. I recognize when others need support or independence.					
5. I want to contribute to the professional development of others and share what I have learned.					
6. I am willing to find reward in service to someone who needs my assistance.					
7. I am able to support and help without smothering, parenting, or taking charge.					
8. I see myself as willing to adjust my schedule to meet the needs of others.					
9. I usually am patient and tolerant when teaching someone.					
10. I am confident and secure in my knowledge and try to remain up-to-date.					
11. I enjoy the subject(s) I teach.					
12. I set high standards for my students and for myself.					
13. I use a variety of teaching methods, and my students achieve well.					
14. Others look to me for information about subject matter and methods of teaching.					
15. Overall, I see myself as a competent professional.					
16. I am able to offer assistance in areas that give others problems.					
17. I am able to explain things at various levels of complexity and detail.					
18. Others are interested in my professional ideas.					
19.*					
20.*					

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development F4-R5

Qualities of Effective Mentors

Attitude and Character	Professional Competence & Experience
<ul style="list-style-type: none"> ▪ 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 reflexive 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 	<ul style="list-style-type: none"> ▪ 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 novice teachers
Communication Skills	Interpersonal Skills
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 Teaching Mentoring Program* (p.8), National Foundation for the Improvement of Education (NFIE), Fall 1999, Washington, D.C.: NFIE. / *New Jersey Mentoring for Quality Induction: A Toolkit for Program Development*, F4-R1.

Mentor Teacher Application and Assignment Form

Part A. Mentor Teacher Application

I 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.

Directions: Answer the following questions and forward the completed form to the principal. Use the reverse side if needed. Attach your completed reference form with this application.

Name: _____

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 and assessment areas?

Signature

Date

Part B. Principal's Mentor-Novice Teacher Assignment

I have assigned _____ (Mentor Teacher)

to _____ (Novice Teacher), _____

_____ (Subject/Grade Level), a first year teacher for the

20__ - 20__ school year.

Principal's Signature

Date

Principal: Please submit form to Superintendent's Office when completed.

Mentor Teacher Reference

Each teacher applying to serve as a mentor must submit one (1) mentoring reference form or letter of reference to accompany the Mentor Teacher Application Form. *The reference must be completed by an individual familiar with the prospective mentor's work and his/her capacity to fulfill the role/responsibilities of mentor.*

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: _____

Section 5: Mentor Training

Mentor Training I (Summer and September training)

- Understanding the Regulations and State Guidelines
- Roles and Responsibilities of the Mentor
- Roles and Responsibilities of the Novice Teacher
- Roles and Responsibilities of the School Leader
- Review of District Mentoring Plan
- Review District and Building Goals
- Back To School Night preparation/presentation
- Creation of Student Growth Objective (SGO)

Mentor Training II (October and November)

- Communication and Listening Skills (journaling and dialogue)
- Confidentiality Issues
- Case Studies of New Teachers: Common Problems
- Conferencing Skills
- Observations and Approved District Model

Mentor Training III (March and April)

- Designing an Effective Professional Growth Plan That Enhances an Individual's Professional Growth
- Professional Development Strategies
- End of year Procedures

Section 6: Professional Learning Components for Mentors

Mentor training needs to follow the New Jersey Professional Standards for Teachers (*N.J.A.C.6A:9C-5*). In sum, the training needs to encompass the following topics:

- Subject matter knowledge
- Human growth and development
- Diverse learners
- Instructional planning and strategies
- Assessment
- Learning environment
- Special Needs
- Communication
- Collaboration and Partnerships
- Professional Development.

Alignment with NJ Professional Standards for Teachers Mentor Teachers

The mentoring plan which has been developed for High Bridge Borough School addresses each of the standards with both the novice and mentor teacher in mind.

Standard One: Subject Matter Knowledge

Utilizing the entire staff as peer coaches challenges staff members to hone their instructional skills and reflect more closely on what strategies work in their classrooms and why. “Master” teachers will have the opportunity to view their curriculum materials through a novice teachers eyes and review their completeness, accuracy, and usefulness.

Standard Two: Human Growth and Development

Mentor teachers and other peer coaches have the opportunity to enhance the educational experience of students by sharing valuable knowledge regarding family background, learning styles, and other issues relevant to classroom behavior and student achievement.

Standard Three: Diverse Learners

Familiarizing novice teachers with the culture and diverse learning styles of High Bridge Borough School students allows the mentor teachers and peer coaches the opportunity to further develop the school learning community.

Standard Four: Instructional Planning and Strategies

Peer coaches and mentor teachers have the opportunity to share resources and materials for instructional planning. Through sharing experiences, “master teachers” can assist novice teachers to identify successful learning experiences.

The reflection necessary for peer coaches and mentor teachers to assist novice teachers’ evaluation of classroom observations will encourage further reflection on part of current teaching experiences.

Standard Five: Assessment

In assisting novice teachers with their evaluation of assessment, mentor teachers have the opportunity to further develop their own knowledge of measurement theory and assessment-related issues.

Standard Six: Learning Environment

Through conferencing with novice teachers, mentor teachers will have the opportunity to share successful classroom strategies and techniques, and to observe and evaluate new ideas utilized by the novice teacher. Through this process, both novice and mentor teacher can enhance and refine their strategies for creating a safe and secure classroom climate which provides for the full and varied participation of all individuals.

Standard Seven: Special Needs

Mentor teachers will have the opportunity to further expand their own knowledge of special education needs as part of their mentoring experience. Assisting novice teachers in accessing information related to educational strategies, applicable laws, rules, regulations, and procedural safeguards will enhance and expand their knowledge in these areas.

Standard Eight: Communication

Peer coaching and mentoring responsibilities will further enhance communication between teaching staff, novice teachers and administration.

Standard Nine: Collaboration and Partnerships

The philosophy behind the mentoring plan begins the development of collaboration and partnerships in the school community. This continues through the partnership of administration, mentor teachers, peer coaches, and novice teachers and further extends to parents and families thereby establishing a learning community which supports students’ learning and well-being.

Standard Ten: Professional Development

The High Bridge Borough School District recognized a need to have its entire faculty be trained in peer coaching. Thus, our veteran staff have currently begun to develop a background in supporting each other professionally.

Training is aligned ESSA (Every Student Succeeds Act) professional development requirements, and the New Jersey Professional Development Standards that include roles and responsibilities, transition to mentoring, communication and building trust, mentoring challenges, adult learning theory, questioning techniques, using standards-based formative assessment, classroom visitations, collegial coaching, designing professional growth activities, and ongoing networking for mentors.

Following the BEST (Beginning Educator Support Team) program, support will be provided for mentor teachers by six seminars throughout the school year, one-on-one mentor/novice teacher interactions and choice activities that relate to the context of their mentoring.

The topics addressed in the seminars include:

- Establishing a mentor relationship
- Encouraging teachers through mentoring
- Developing teaching skills and support through mentoring
- Analyzing and planning for professional growth through mentoring
- Strengthening teacher practices through mentoring, and
- Reflecting on the mentoring relationship.

The survey listed on the following page presents topics mentors can select as part of their training program.

Additionally, mentors and novice teachers will meet both formally and informally during the first few months of school to discuss issues of instruction and classroom management, meeting less often during the remaining months of the school year.

Mentor Teacher Survey

Name: _____ **Date:** _____

What topics would you like to learn more or have more information about to help you your role as mentor?

- Data for Student Achievement
- Classroom Management
- Reporting Responsibilities
- HIB
- Special Education
- Managing Para Professionals
- Standardized Testing
- Social Emotional Learning
- Working with Parents
- Forms of Communication
- Budget Process
- Lesson Plans
- District Observation Tool
- Professional Development
- Opportunities to volunteer
- Student Records
- School Law
- Code of Conduct
- District Policies and Procedures

Other Areas of Interest:

Section 7: Professional Learning Components for Novice Teachers

Experienced Teacher New to District

The district provides all teachers with annual mandatory training. The administration present information on topics such as duties, policies, procedures and Harassment, Intimidation and Bullying. New staff members will have an opportunity to speak with their mentor and administration for addition questions to be answered.

All new staff members will develop a PDP within 30 days of the new position.

Professional Learning Components for Novice Teacher Training

Novice teaching training is to follow the New Jersey Professional Standards for Teachers (*N.J.A.C.6A:9C-5*). In sum, the training needs to encompass the following topics:

- Subject matter knowledge
- Human growth and development
- Diverse learners
- Instructional planning and strategies
- Assessment
- Learning environment
- Special Needs
- Communication
- Collaboration and Partnerships
- Professional Development.

Alignment with NJ Professional Standards for Teachers Novice Teachers

The mentoring plan which has been developed for High Bridge Borough School addresses each of the standards with both the novice and mentor teacher in mind.

Standard One: Subject Matter Knowledge

Novice teachers have access to on-site and web-based resources in their subject area. Technology workshops held periodically familiarize staff members with a myriad of internet resources to develop knowledge in their subject area. Through seminar workshops, the development of the entire staff as peer coaches does not limit the novice teachers' exposure to "master" teachers to their assigned mentor teacher. Exposure to differing perspectives widens the novice teacher's knowledge of instructional strategies.

Standard Two: Human Growth and Development

The small number of staff at High Bridge Borough School enhances the novice teacher's ability to grow in this standard area. The large number of veteran staff trained in peer coaching techniques and the relatively small number of total students in the district allow for more intimate knowledge of student abilities and out-of-school experiences.

Standard Three: Diverse Learners

Novice teachers will learn from "master" teachers the unique culture of High Bridge Borough School and understand ways in which socio-economic factors can influence teaching and learning styles and communication with parents.

Standard Four: Instructional Planning and Strategies

Classroom observations provide novice teachers with a platform to develop questions regarding planning appropriate instruction for students. Novice teachers are encouraged to observe any teacher and use their observations to formulate questions and amass information regarding instructional methods, materials, classroom environment, and use of technology to develop critical thinking and comprehension.

Standard Five: Assessment

The program evaluation goal which addresses student learning outcomes provides novice teachers with the opportunity to evaluate assessment and relate assessment to student achievement. Through the quarterly development and assessment of student knowledge, novice teachers will have the opportunity to experiment with different types of assessments and accurately document and report that data.

Standard Six: Learning Environment

Issues such as classroom management, student responsibility, and developing a positive classroom climate can be handled in a variety of successful ways and are often influenced by individual style and preference. Observations of many different learning environments, an opportunity provided by the development of a peer coaching mentality, allows novice teachers to develop a style which best promotes learning in their own classrooms.

Standard Seven: Special Needs

Through the guidance of their mentor teachers, novice teachers will learn how to read an I.E.P. and the importance of closely following its directives. Regularly scheduled meetings will provide novice teachers with the opportunity to address concerns regarding students with special needs. As part of the peer coaching in progress, the mentor teacher will invite a special education teacher to the meeting, if necessary, in order to further clarify the unique needs of these students.

Standard Eight: Communication

The various meetings between administration, mentors, and novice teachers will provide a good foundation for upward and side-to-side communication for novice teachers.

Standard Nine: Collaboration and Partnerships

The philosophy behind the mentoring plan begins the development of collaboration and partnerships in the school community. This continues through the partnership of administration, mentor teachers, peer coaches, and novice teachers and further extends to parents and families thereby establishing a learning community which supports students' learning and well-being.

Standard Ten: Professional Development

An Orientation is held for novice teachers and new staff members prior to the start of school each September. This allows the new staff members to become familiar with the district, the school, its policies and procedures, the New Jersey Student Learning Standards and district curriculum, program initiatives, policies and procedures.

Additionally, novice teachers

- Have the opportunity to attend out-of-district workshops,
- Have access to a professional on-site library and internet access;
- Must participate in curriculum committees and/or study groups; and
- Must attend grade level meetings.

As part of the mentoring for quality induction program, novice teachers are required

- To observe in their mentor's class,
- To observe in classes of other professionals in the school,
- To maintain a professional journal,
- To dialogue with their mentor on a regular, weekly basis,
- To collect data regarding student performance, and
- To attend a monthly seminar.
- To attend 30 weeks of 1:1 mentoring (CEAS)
- To attend 34 weeks of 1:1 mentoring (CE)

The monthly seminar focuses on a professional topic based on their needs, or those that are recommended by their mentors. The novice teachers will be asked to complete a self-assessment inventory and participate in a teacher awareness activity with their mentor that asks them to reflect on the importance of certain teaching standards during the first year of teaching.

Novice Teacher Self-Assessment Inventory

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

- The teacher-evaluation system
- Paperwork and deadlines
- Expectations of the principal
- Expectations of my colleagues
- Communicating with parents
- Standardized tests

Accessing Resources

- Organizing/setting up my classroom
- Accessing instructional materials & resources
- Ordering materials
- Arranging field trips
- Ordering materials
- Using the library & media resources
- Working with special services

Working with Students

- Establishing classroom routines
- Motivating reluctant learners
- Maintaining student discipline
- Assessing student needs
- Differentiating instruction for individual learners
- Implementing the curriculum
- Evaluating student progress

Managing Time

- Organizing my day/week
- Lesson planning
- Following the daily/weekly schedule
- Attending meetings
- Supervising extracurricular activities
- Opportunity for professional development
- Maintaining personal/professional balance

Consideration for our mentor/novice teacher relationship:

Other areas I'd like to address:

Pre-Mentoring Survey for Novice Teachers

This survey lets you, as a novice teacher, self-evaluate your strengths and weaknesses, as well as supply background and experience. You may wish to share some of this information with your mentor.

1. List your previous teaching experience, including student teaching.
2. List your three strongest assets as a teacher.
3. List three areas of concern as a novice teacher in the High Bridge Borough School District.
4. How often would you like to meet with your mentor?
5. In what ways do you think a mentor would be helpful to you?
6. In what activities do you expect your mentor to engage you?

How would you rate your skills in the following areas?

1 = developing 2 = confident 3 = accomplished

- ___ lesson planning
- ___ planning for a substitute teacher
- ___ large group instruction
- ___ small group instruction
- ___ one-to-one instruction
- ___ behavior management
- ___ developing and administering informal classroom assessments
- ___ planning instructional units
- ___ planning and producing instructional materials
- ___ planning for students with special needs, including those “at risk” and “gifted”
- ___ parent conferences and communications
- ___ dealing with crisis in the classroom
- ___ establishing rapport with faculty and staff
- ___ understanding teaching/learning styles
- ___ understanding cultural or ethnic differences
- ___ ability to set appropriate levels of expectations for student achievement

Please list any other areas of concern that were not addressed in this survey.

Section 8: Resource Options Used

To implement the local mentoring plan, a number of “in house” resources will be utilized. These include:

- Allocation of administrative time during the summer to hold an orientation and first novice teacher seminar;
- Allocation of time during initial school staff development workshop meetings so that mentors and novice teachers can meet with the administration;
- Release time and substitute coverage for classroom visitations and observations;
- Use of the school’s professional library that includes video and print resources;
- Use of the school’s internet access and web based professional resources;
- Use of the school’s staff informational materials which include a Staff Handbook, Emergency Crisis Management and Response Plan Manual, Student-Parent Handbook/Calendar;
- Use of the administrators who serve as experts in staff development due to the size of our district; and
- Use of a cadre of “master” teachers who will be enlisted to assist, for a stipend, in professional development presentations.

A number of “outside” resources will be obtained to assist us in implementing our mentoring plan. These include:

- Purchase of additional video, CD-ROM resources, print resources to supplement our professional library, and internet services; and
- Staff attendance at out-of-district professional development workshops, conferences, and courses.

Section 9: Funding Resources and Mentoring Expenses

Resources to fund our mentoring program will make use of existing supplies and talent, local and state funding. Listed below is an estimated cost for each academic year.

<u>Existing Supplies and Talent</u>	
Professional library and internet resources	0.
Administrative staff knowledge and expertise as trainers	0.
Subtotal	0.

<u>Local Funding</u>	
Mentoring Fee	550.
Substitutes (for release time)	950.
Purchased Services to attend out of district workshops	300.
Subtotal	

ESTIMATED TOTAL	<u>1,800</u>
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Mentoring Program Reflective Essay

Mentor: _____

Novice Teacher: _____

Your Year in Review

A reflective essay must be completed by May 15. Think about the year, the learning you have accomplished, and your thoughts in retrospect. In the essay, offer the insights you have gained through this year of professional work and avoid the temptation to summarize the year. Please respond to the prompts below and limit your response to two pages.

- What were your expectations of the mentor teacher program?
- Did the program meet your needs as a first year teacher?
- What component of the mentoring process has been most helpful to you?
- What component(s) were not particularly helpful?
- Please share a specific concern that was overcome with the help of your mentor or other veteran staff member.
- Were you able to meet weekly (regularly) with your mentor? Were these meetings adequate? Productive? Please explain.
- Do you feel any important area has been overlooked by the mentoring program?

Please add any comments or suggestions not covered in the above questions.

Adapted from the South Brunswick Non-Tenured Teacher Portfolio.

Mentor Teacher Evaluation of Professional Development

Name of Mentor Teacher: _____

Date of Professional Development: _____

Name and Location of Professional Development: _____

Please write a short evaluative essay regarding your professional development experience. In composing this essay, please consider whether the professional development activity was effective in assisting you in the process of carrying out your role as a mentor teacher. What were the most relevant aspects of the professional development? What suggestions do you have for improvement or for alternative activities?

(Adapted from New Jersey Mentoring for Quality Induction: A Toolkit for Program Development.)

Mentor-Novice Teacher Communication Log

Novice Teacher: _____ Mentor Teacher _____

Date	Time Spent	Activity	Topics Discussed	Initials	Comments

Mentoring Program Survey

Name: _____ Date: _____

Position: Administrator Novice Teacher Mentor Teacher

Teacher on staff Other: _____

The Professional Development Committee would like your suggestions and comments regarding our district's Mentoring Program. Kindly complete this form and return it to the Chair of the PD Committee by _____.

1. Do you have any suggestions regarding how we can improve our Mentoring Program?

2. Do you have any comments regarding the mentoring program as it relates to your position?

Thank you for your response!