

**Harrison Township School District  
Gloucester County  
District Mentoring Plan  
2014 – 2017**

**Prepared by:  
Members of the Professional Development Committee and the ScIP  
Harrison Township School District**

**Board of Education Approval – February 2015**

**NEW JERSEY DEPARTMENT OF EDUCATION  
STATEMENT OF ASSURANCE AND INTENT  
MENTORING PLAN INFORMATION SHEET  
2014 - 2017**

Please complete the following district information and return this form with the Statement of Assurance and Intent to the office of the executive county superintendent.

**DISTRICT INFORMATION SHEET**

**DATE:** BOE approved on February 23, 2015.

**SCHOOL DISTRICT/CHARTER SCHOOL:** Harrison Township School District

**COUNTY:** Gloucester County

**CHIEF SCHOOL ADMINISTRATOR/CHARTER LEAD PERSON:** Dr. Edward Wasilewski, Interim Superintendent

**DISTRICT MENTORING CONTACT:** Andrew P. Davis, Director of Curriculum and Instruction

**PHONE:** 856.478.2016 ext. 7169    **E-MAIL:** [davisa@harrisontwp.k12.nj.us](mailto:davisa@harrisontwp.k12.nj.us)

**LOCAL PROFESSIONAL DEVELOPMENT CHAIR:** Andrew P. Davis, Director of Curriculum and Instruction

**PHONE:** 856.478.2016 ext. 7169    **E-MAIL:** [davisa@harrisontwp.k12.nj.us](mailto:davisa@harrisontwp.k12.nj.us)

**BOARD OF EDUCATION PRESIDENT:** Barbara Beske

**PHONE:** 856-478-2016 ext. 7123    **E-MAIL:** [perettim@harrisontwp.k12.nj.us](mailto:perettim@harrisontwp.k12.nj.us)

**HARRISON TOWNSHIP BOARD OF EDUCATION**

**120 N. Main Street  
Mullica Hill, New Jersey 08062  
(856) 478-2016  
Fax (856) 478-0699**

**Dr. Missy Peretti  
Superintendent**

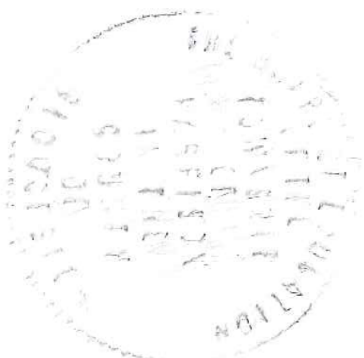
**Robert E. Scharlé  
School Bus. Admin/Board Sec.**

**Certification of Minutes**

February 24, 2015

**State of New Jersey  
County of Gloucester**

I, Robert E. Scharlé, Secretary of the Board of Education of the Township of Harrison in the County of Gloucester, State of New Jersey, hereby certify that the foregoing extract is from the Minutes of the Meeting of the Township of Harrison Board of Education held on February 23, 2015.



*Seal of the Township of Harrison  
Board of Education*

  
Robert E. Scharlé, Board Secretary

\*\*\*\*\*  
\*\*\*\*\*

**Motion:** Approval of the 2014-2017 Harrison Township School District Mentoring Plan, as presented.

Motion: Mrs. DeSimone  
Vote: Roll Call (8-0)  
Absent: Mr. Duffey

2<sup>nd</sup> Mr. Sindoni  
Carried: Yes

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**Harrison Township School District  
District Profile Sheet  
Section I**

The district profile sheet reflects the mentoring data from the 2014 – 2015 school year.

**Name of District:** Harrison Township

**District Code:** 2070

**County:** Gloucester County

**County Code:** 15

**District Address:** 120 North Main Street, Mullica Hill, NJ 08062

**Chief School Administrator:** Dr. Missy Peretti, Superintendent  
Dr. Edward Wasilewski, Interim Superintendent

**Mentoring Program Contact:** Andrew P. Davis, Director of Curriculum & Instruction

**Mentoring Program Contact Phone Number:** 856.478.2016 ext.7169

**Mentoring Program Email Contact:** [davisa@harrisontwp.k12.nj.us](mailto:davisa@harrisontwp.k12.nj.us)

**Type of District:** K-6

**Number of novice teachers with a Certificate of Eligibility:** 0

**Number of teachers with a Certificate of Eligibility with Advanced Standing:** 0/4

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

**Number of Mentors:** 4 (Long-term subs)

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

**K-5:** 2

**6-8:** 1

**Special Education (all grades):** 0

# Harrison Township School District Mentoring Plan Signoff Sheet

Name of District: Harrison Township

District Code: 2070


County: Gloucester

County Code: 15


## Names of Professional Staff Members Elected to Committee:


Tara Reeves		HTEA President – PD Committee	2014-15
Name	Signature	Position	Term


Sherry Hipple		Teacher of Grade 2 - ScIP	2014-15
Name	Signature	Position	Term

Jennifer Hackett		Teacher of Grade 5 - ScIP	2014-15
Name	Signature	Position	Term

## Names of Administrators Appointed to Committee:

Andrew P. Davis		Director of Curriculum & Instruction	2014-15
Name	Signature	Position	Term

Patrice Taylor		Principal, HTS	2014-15
Name	Signature	Position	Term

Renee Ingiosi		Supervisor of Curriculum, PVS	2014-15
Name	Signature	Position	Term

**Harrison Township School District**  
**District Board of Education Approval and Comment Form**

Date Plan was received: 02/11/2015  
Date Plan was reviewed:  
Date Plan was returned for revision: Not Applicable  
Date Plan was approved: 02/23/2015

**Name of District:** Harrison Township

**District Code:** 2070

**County:** Gloucester

**County Code:** 15

	<b>Completed</b>		<b>Comments</b>
	<b>Yes</b>	<b>No</b>	
<b>Section 1: District Profile</b> a. District Profile Sheet b. Mentoring Plan Signature Page	X		
<b>Section 2: Needs Assessment</b> a. Current Assessment of Mentoring Program b. Current Needs Mentoring Plan	X		
<b>Section 3: Vision and Goals</b> a. Program Vision b. Program Goals	X		
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<b>Section 5: Roles and Responsibilities</b>	X		
<b>Section 6: Professional Learning Components for Mentors</b>	X		
<b>Section 7: Professional Learning Components for Novice Teachers</b>	X		
<b>Section 8: Action Plan for Implementation</b>	X		
<b>Section 9: Resource Options Used</b>	X		
<b>Section 10: Funding Resources</b>	X		
<b>Section 11: Program Evaluation</b>	X		
<b>Section 12: 20 Day Alternate Route</b>	X		

**Harrison Township School District**  
**District Board of Education Approval Notification**

The Harrison Township Board of Education has reviewed and approved the local mentoring plan developed by the Harrison Township School District's Local Professional Development Committee. The Harrison Township District's 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.



## **Harrison Township School District Needs Assessment of District Mentoring Plan Section II**

Members of the School Improvement Panel were provided with a copy of the 2008-11 Mentoring Plan in the fall/winter of 2015. The plans included the surveys that were completed in the three previous years (copies of the surveys are available in the Curriculum Office). A member of the ScIP edited the plan and the Director of Curriculum provided some additional feedback in regard to the most recent mentor-mentee success. Prior to submission to the BOE for review and potential approval, the members from the ScIP and Professional Development Committee met to make final revisions to the plan.

The Mentoring Plan Committee identified the following needs:

### Novice Teachers' Need:

- An Understanding of the NJCCCS and CCSS (content, skills and pedagogy)
- Awareness of District Resources (materials and staff)
- Knowledge of NJ Achieve and District Policies & Procedures
- Classroom Management Skills
- Knowledge of Positive Behavior Supports
- Instruction in the District/Building Paperwork

### Mentor and Novice Teachers' Need:

- Improved Communication Skills (with parents, students, colleagues, and administration)
- Guidance in Data-Driven Decision Making
- An Appreciation and Understanding of Differentiated Instruction
- Overall Organization Skills

### Mentor Teachers' Need:

- Articulation Time with Mentee
- Grade Level and Content Area Alignment with Mentee
- Effective Teaching Strategies
- A History of Exemplary Teaching

In order for the plan and its implementation to continue to grow and adapt based on environmental/situational and staff needs, formal and informal data will need to be collected. The district and the school-based professional development committees, district evaluation advisory committee, school improvement panel, and administration will need to coordinate their efforts.

**Harrison Township School District**  
**District Mentoring Plan**  
**Section III**

**Vision Statement**

The Harrison Township School District believes that quality mentoring will better prepare the novice teacher to handle the challenges of the classroom during the critical first years, thereby retaining the majority of those who might otherwise leave the profession. Improving the quality of the teacher force will directly influence student achievement. Quality mentoring can yield higher student achievement through the development of excellence in teaching. The purpose of this plan is to provide both the mentor and the novice teacher with an overview of the Harrison Township School District's mentoring process so that each will understand their role and responsibilities in this vital endeavor. The mentoring program will focus on the professional growth of the novice teacher through support, guidance, and advice of the mentor teacher.

The Professional Development Committee recognizes the key elements of High Quality Professional Development for mentors and novice teachers and believes that this mentoring plan reflects these Eight Key Elements of High Quality Professional Development for Teachers from the No Child Left Behind Act (see Appendix A). Areas for professional development are derived from data collected from surveys as well as dialogue with teachers involved in the mentoring process.

## **Harrison Township School District District Mentoring Objectives and Goals**

**Objectives:** The Harrison Township School District is committed to effectively training novice teachers based on the items identified in our needs assessment, the eight key elements of teaching as identified in the Elementary and Secondary Education Act, and the New Jersey Professional Standards for Teachers (Appendix B). Each teacher new to the district must be treated by the school community with dignity and respect and supported in their learning to be successful in their craft as they become acclimated to the district community. Although the mentoring program is designed to provide support for the novice teacher in his or her first year of employment, the tenets and philosophy help to define the district's commitment to all educators new to Harrison Township. Teachers invest years to prepare for a life dedicated to the world's most valuable resource, children, and it is the objective of this plan to assist in the individual growth and development so they can succeed and become effective professionals.



### **Our vision is inclusive of these goals:**

- To provide a comprehensive supportive mentoring program for one year (30 weeks for traditional route and 34 weeks for alternate route) for novice teachers (Certificate of Eligibility or Certificate of Eligibility with Advanced Standing).
- To assign a professional support team that minimally includes a mentor to support all novice teachers; teachers new-to-the-district will have informal supports.
- To become familiar with each of the curriculum areas including English Language Arts, Math, Science, Social Studies, Health, 21<sup>st</sup> Century Careers and Life Skills, and Special Area as appropriate (Library Media Science, Physical Education, Visual and Performing Arts, and World Language).
- To become familiar with a variety of teaching strategies that facilitate achievement for all students including but not limited to:
  - Universal Design for Learning
  - 21<sup>st</sup> Century Career and Life Skills

- Flexible Grouping (NJ Professional Standard 3 & 7 and NCLB Elements 1, 2 & 3)
- Varied and Multiple Assessments (NJPS 5 and NCLB 1, 7, & 8)
- Diagnosing Student Needs (NJPS 2 and NCLB 1, 2, & 3)
- Classroom Management (NJPS 6 and NCLB 1, 2, 3, 4, & 6)
- To identify exemplary teaching skills and educational practices to become proficient in teaching; this may be facilitated through peer coaching and observations.
- Attendance and active participation in pertinent professional development activities within the district. Out-of-District workshop attendance is available to all faculty and staff with alignment to the Professional Improvement Plan with prior administrative and BOE approval.
- To assist novice teachers in the performance of their duties and adjustments to the challenge of the teaching profession:
  - Gain an understanding of what is expected of a new teacher including district requirements for maintaining records and understanding of the teacher evaluation process (N.J. Professional Standards 5 and 10 and NCLB Elements 1-8).
  - Gather a variety of ways to communicate with parents and professional staff (N.J. Professional Standard 8 and NCLB Elements 1 & 3)
  - Time to dialogue with mentor about classroom instruction, assessment, management, organization, discipline and any other topic related to the classroom setting (N.J. Professional Standard 9 and NCLB Elements 2, 3, & 5)
  - Provide quality training for mentors in order to better assist novice teachers in their professional growth (N.J. Professional Standard 10 and NCLB Elements 1-8)
- To guide in the understanding of the current teacher practice process under NJ Achieve and the district evaluation tools (Danielson via Teachscape/Realtime) and processes.
- To develop and attain Student Growth (SGO) and Growth Objectives (GO).



## **Harrison Township School District Guidelines for Selection of Mentors Section IV**

A successful mentor has the ability to:

- Earn the respect of their peers through a commitment to the profession and through an exemplary record of performance.
- Develop a professional and congenial relationship with his/her colleagues and the school community.
- Invest the time needed to meet the professional needs of the novice teacher.
- Respond to the novice teacher's developmental needs and agenda through responsive listening and effective communication while not imposing his/her own agenda.
- Work confidentially and with integrity. The mentor and novice teacher are to create an open and truthful relationship.
- Not intrude into areas the novice teacher wishes to keep private; however, the mentor should help the novice teacher recognize how other issues may relate to these areas.
- Model life-long and active learning.
- Commit oneself to assisting colleagues in the quest for strategies and techniques that will enhance classroom practice.
- Remain flexible and open to change. The mentor has the responsibility to develop his/her own competency and to operate within these limits.
- Problem-solve, identify, and apply different solutions.
- Provide constructive feedback to the novice teacher.
- Successfully assist in the planning for the educational needs of the students.
- Respect the novice teacher's time and other responsibilities, ensuring that they do not impose beyond what is reasonable; this is also true of the novice teacher.
- Not exploit the novice teacher in any way, nor must the relationship be open to misinterpretation by others.

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 needs to be aware of his/her rights and complaints procedures. Mentors must be aware of any current laws and work within the law. See Appendix F for further clarification.

## **Harrison Township School District**

### **Application Process for Mentors**

To solicit interest, the mentor application process begins with an internal posting/e-mail in June of each year. The June posting may follow with additional postings for specific grade level, content area, and/or area of specialty as needed. The interested and potential candidates will be reviewed. Mentors will be selected by the Superintendent and/or his/her designee. Mentors for new full-time employees are expected to attend the new teacher orientation program in August.



## **Harrison Township School District**

### **Criteria for the Selection of Mentors**

- The Harrison Township Board of Education will strive to select a certified teacher with at least four years of experience who is actively teaching in the district.
- The mentor teacher will be a cooperative staff member who is recognized for his/her leadership, professionalism, discretion, and helpfulness.
- The mentor teacher will strive to meet the guidelines of the mentoring plan.
- The mentor teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.
- The mentor teacher has demonstrated exemplary command of the content area knowledge, pedagogy, and has instructional expertise.
- The mentor teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible.
- The mentor teacher is knowledgeable about the social and workplace norms of the district board of education and the community.
- The mentor teacher is knowledgeable about the resources and opportunities in the district and is able to act as a referral source to the novice teacher.
- The mentor teacher agrees to complete a mentor training program/meeting.
- The mentor teacher is knowledgeable about technology procedures.
- The mentor teacher has knowledge of the teacher evaluation system utilized by the district.
- The mentor teacher is knowledgeable about the development of Student Growth Objectives and/or Growth Objectives.

# **Harrison Township School District**

## **Roles and Responsibilities for Mentors**

### **Section V**

#### **Roles of the Mentor Teacher**

Mentor teachers will spend their time helping the novice teachers understand the curriculum, the students, the teaching/learning process, and the political and social environment of the schools. They will support new teachers through what is often an isolating experience and introduce them to a collaborative team approach.

#### **Responsibilities of the Mentor**

An initial meeting shall be held between the mentor teacher and the novice teacher to define their relationship and to come to a mutual understanding of how best to work together. This will be held before the start of the school year, when possible. Both Mentor Teachers and Novice Teachers will review and sign a Mentoring Contract (Appendix D).

- The mentor will establish a relationship with the novice teacher that encourages the novice teacher to ask questions that facilitate the providing of information and support by the mentor (see Question Guide, Appendix H).
- The mentor will assist the novice teacher in adjusting to, and becoming familiar with, the school and the school's policies and procedures, resources, referral systems, etc.
- Peer observation of mentor teacher by novice teacher will be encouraged.
- Peer coaching of novice teacher by mentor teacher will be encouraged.
- All information shared between the mentor and the novice teacher shall be confidential.
- The mentor shall confer regularly (minimum once per week) with the novice teacher, particularly before and after observing a lesson. These meetings shall be recorded on the communication log (see Appendix J). The mentoring log will be forwarded to the Director of Curriculum & Instruction monthly.
- In the event the novice teacher is an alternate route teacher, the mentor and novice teacher shall meet with the support/resident teacher (i.e., the certified teacher who spends the first 20 days/ 4 weeks with the alternate route teacher) to exchange pedagogical information (see Section XII).
- The mentor teacher will assist the novice teacher in understanding the evaluation tool used by this district.
- The mentor (in collaboration with the novice teacher) will use the Mentor Rubric (Appendix K) to assess his/her level of involvement with the novice teacher throughout the year (see Section XI).
- Assist in the development and refinement of the program for the proceeding calendar year.

The mentor is not an evaluator. None of the mentor/mentee documents may be included as part of the novice teacher's formal evaluation. No information on the mentoring forms can be used as official documentation in the formal evaluation of any involved party.



# **Harrison Township School District**

## **Professional Learning Components for Mentors**

### **Section VI**

The Professional Development Committee and School Improvement Panel recognize the necessity for adequate training, both initial and ongoing, for mentors. This training will prepare mentors to engage their novice teachers in activities that allow them to grow professionally. This growth in all areas of the New Jersey Professional Standards for Teachers will have an impact on student achievement.

#### **Component I.**

Mentors will receive training in Educational Practices, Teaching Skills and How to be a Mentor? (NJ Professional Standards 4, 6, 8 – 10). This will be accomplished by:

- Participating in initial training of mentors in late August of each year; and
- Joint meetings with the Director of Curriculum & Instruction and/or building Principal to share best practices will be made available upon request of the mentor teacher; these meeting can also include members of the DEAC and ScIP committees.

#### **Component II.**

Mentors will receive training in Curriculum areas and Teaching strategies (NJ Professional Standards 1 – 7, and 10). These will be accomplished through:

- Invitation to participate in summer training
- In-Service Days
- After-school workshops
- Out of district conferences/workshops as appropriate
- Graduate courses
- Monthly joint meetings to discuss best practices
- Faculty meetings

#### **Component III.**

Mentors will review and analyze New Jersey and Harrison Township formative and summative assessment results as they pertain to their position. Through the Response to Intervention (RtI) and SGO/GO process the mentors will collaborate with administration, faculty, and staff to identify areas of strength and weakness (NJ Professional Standards 1 & 5)

#### **Component IV.**

Mentors will adapt, refine, and continue to improve their communication skills and community engagement by:

- Creating a supportive, respectful, and safe learning environment for their students
- Demonstrating strong verbal and written communication skills through seeking opportunities to prepare and teach educational workshops to their colleagues and stakeholders (BOE, parents, community members)(NJ Professional Standards 1, 3, 5, 6-11)
- Becoming active participants in a variety of school and community outings that help them to understand the intellectual, social, emotional, and physical development of their students. In doing so, they foster relationships with parents, guardians, families, and community members (NJ Professional Standards 2, 6, 7-11)
- Taking part in a variety of multicultural activities that allow for the celebration of diverse groups and individuals aiding in the equitable education of students from all backgrounds and ethnicities (NJ Professional Standard 2-4, 7, 8 & 11).

**Harrison Township School District**  
**Professional Learning Components for Novice Teachers and**  
**Alignment with New Jersey Professional Standards for Teachers**  
**Section VII**

The Professional Development Committee recognizes the need for sustained training and support of novice teachers. This effort will help novice teachers with their transition into their new position. Newly hired staff participates in a two to three orientation training that includes a review of district policies and procedures and focus on ELA and math instruction in the district; these trainings are modified for staff hired mid-year. The support and help provided to novice teachers will help them grow professionally while having a positive impact on student achievement.

**Component I.**

Novice teachers will receive training in Educational Practices and Teaching Skills (NJ Professional Standards 4, 6, 8 – 10). This will be accomplished through:

- Weekly meetings between mentor and novice teacher to address specific concerns or issues.
- Peer observation of mentor by novice teacher.
- Peer coaching of novice teacher by mentor.
- Grade level and/or team meetings.
- Monthly meetings to share best practices, as needed, upon request of novice teacher.

**Component II.**

Novice teachers will be trained in Curriculum areas and Teaching strategies (NJ Professional Standards 1 – 7, and 10). This will be accomplished through:

- Summer training
- In-service training
- After-school workshops
- Out-of-district conferences/workshops as appropriate
- Graduate courses
- Monthly joint meetings to discuss best practices
- Faculty meetings
- Weekly meetings between mentors and novice teachers
- Grade level and/or team meetings
- Peer observation of mentor by novice teacher
- Peer coaching of novice teacher by mentor
- Development and attainment of goals from First Year Plan in consultation with administrator/evaluator

**Component III.**

Novice teachers will be guided through the analysis of New Jersey and Harrison Township formative and summative assessment results as they pertain to their position. (NJ Professional Standards 1 & 5)

**Component IV.**

Novice teachers will adapt, refine, and continue to improve their communication skills and community engagement through modeling (see Mentor Teacher Professional Learning for further detail).





**Harrison Township School District  
Standards-Based Action Plan  
Section VIII**

**Action Plan**

**Goal I: To enhance the knowledge of and strategies related to the Core Curriculum Content Standards and the Common Core State Standards in order to facilitate student achievement.**

<b>Objectives</b>	<b>Tasks/Action Steps</b>	<b>Responsibilities</b>	<b>Resources</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>○ To become familiar with each of the curriculum areas including but not limited to ELA, Math, Science, Social Studies, Health and Technology</li> <li>○ To become familiar with a variety of teaching strategies that facilitate achievement for all students</li> </ul>	<ul style="list-style-type: none"> <li>● Peer coaching by mentor of novice teacher</li> <li>● Grade level meetings</li> <li>● First Year Plan (tenure-track teachers)</li> <li>● Monthly meetings to share best practices and various topics</li> <li>● Weekly meetings between mentor and novice teacher</li> <li>● Peer observation by novice teacher of mentor</li> </ul>	<ul style="list-style-type: none"> <li>● Mentor</li> <li>● Novice Teacher</li> <li>● Director of Curriculum and Instruction</li> <li>● Building Principal</li> </ul>	<p><b>Funding</b></p> <ul style="list-style-type: none"> <li>● Local budget</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>● Mentor</li> <li>● Novice Teacher</li> <li>● Director of Curriculum and Instruction</li> <li>● Building Principal</li> <li>● Grade level/content area peers</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Curriculum related resources</li> </ul>	<p>August (year of hire)</p> <p>First year of employment (formal supports may extend if needed)</p>

**Implications for Professional Development**

Refer to sections 6 and 7.

**Evidence of Success**

PARCC; MAP; DIBELS; Reading Street Assessments; Math Expressions; annual writing sample scores, etc.

**Evaluation Process**

Communication logs, and Mentor/Novice teacher surveys

**Harrison Township School District  
Standards-Based Action Plan  
Section VIII**

**Action Plan**

**Goal II: To identify exemplary teaching skills and educational practices necessary to excel in teaching.**

<b>Objectives</b>	<b>Tasks/Action Steps</b>	<b>Responsibilities</b>	<b>Resources</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>To become familiar with and proficient in the New Jersey Professional Standards for Teaching</li> <li>To become familiar with and proficient in the district evaluation tool.</li> </ul>	<ul style="list-style-type: none"> <li>Peer coaching by mentor of novice teacher</li> <li>Peer observation by novice teacher of mentor</li> <li>Attending all pertinent professional development opportunities available within the district</li> </ul>	<ul style="list-style-type: none"> <li>Mentor</li> <li>Novice Teacher</li> <li>Director of Curriculum and Instruction</li> <li>Building Principal</li> </ul>	<p>Funding</p> <ul style="list-style-type: none"> <li>Local budget</li> </ul> <p>People</p> <ul style="list-style-type: none"> <li>Mentor</li> <li>Novice Teacher</li> <li>Director of Curriculum and Instruction</li> <li>Building Principal</li> <li>Grade level/content area teachers</li> </ul>	First year of employment (formal supports may extend if needed)

**Implications for Professional Development**

Professional development will address the specific needs of mentor and novice teachers based on survey results, and will be based on goals of the Professional Development Plan.

**Evidence of Success**

Attainment of proficiency levels of teaching in Domains 1-3.

**Evaluation Process**

Based on district evaluation rubric including Domains 1-3.



**Harrison Township School District  
Standards-Based Action Plan  
Section VIII**

**Action Plan**

**Goal III: To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.**

<b>Objectives</b>	<b>Tasks/Action Steps</b>	<b>Responsibilities</b>	<b>Resources</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Gain an understanding of what is expected of a new teacher including district requirements for maintaining of records and understanding of the evaluation process</li> <li>Gather a variety of ways to communicate with parents and professional staff</li> <li>Time to dialogue with mentor about classroom instruction, management, organization, discipline, and any other topic related to the classroom setting</li> <li>Provide quality training for mentors in order to better assist novice teachers in their professional growth</li> </ul>	<ul style="list-style-type: none"> <li>Peer coaching by mentor of novice teacher</li> <li>Weekly meetings between mentor and novice teacher</li> <li>Monthly meetings to share best practices and various topics</li> <li>Peer observation by novice teacher of mentor</li> <li>Opening Mentor/Novice Teacher meeting in August</li> </ul>	<ul style="list-style-type: none"> <li>Mentor</li> <li>Novice Teacher</li> <li>Director of Curriculum and Instruction</li> <li>Building Principal</li> </ul>	<p>Funding</p> <ul style="list-style-type: none"> <li>Local budget</li> </ul> <p>People</p> <ul style="list-style-type: none"> <li>Mentor</li> <li>Novice Teacher</li> <li>Director of Curriculum and Instruction</li> <li>Building Principal</li> </ul>	<p>August (year of hire)</p> <p>First year of employment (formal supports may extend if needed)</p>

**Implications for Professional Development**

Professional development will need to address the specific needs of mentor and novice teachers based on survey results and will be based on the Professional Development Plan.

**Evidence of Success**

Artifacts including: student data of DIBELS, MAP and anecdotal records.

**Evaluation Process**

Domain 4 of teacher evaluation system

# Harrison Township School District Resource Options Used - Section IX & Funding Resources –Section X

The Harrison Township School District has identified the following resources as necessary for the implementation of the mentoring plan:

<b>Section IX: Resource Options Used</b>	<b>Section X: Funding Options</b>
Release time for formal and informal mentors.	Building Schedules – No Cost Local Budget
Release time for novice & new-to-district teachers	Building Schedules – No Cost Local Budget
Peer Observations	Building Schedules – No Cost Local Budget
In-service Trainings	Local – Curriculum Line
After-school Trainings	Local – Curriculum Line
Professional Literature	Local – LMS, Curriculum and Building Lines
Out-of-District Workshops	Local – Curriculum
Teacher Evaluation Instrument	Local – Part of Danielson License
State Training (Mandatory)	Local NJ DOE – No Cost
Professional Learning Communities	Building Schedules Local Budget – No Cost
Administrative and Colleague Turn-Key Training	Local – Sub Cost (if needed)



# **Harrison Township School District**

## **Program Evaluation**

### **Section XI**

In order to maintain the effectiveness of the mentoring plan, it is important to have an embedded evaluation plan. The evaluation process will look at teacher's job satisfaction, adequacy of training, and recommendations for program changes.

Data will be collected by the Curriculum Office and reviewed annually by the Mentoring Plan Committee consisting of members of the (Local) Professional Development Plan and School Improvement Panel, and then shared with the Superintendent. The Superintendent will communicate this information to the Board of Education and County Office of Education.

The first step in the evaluation process is the evaluation of the Mentoring Plan, which includes a survey of all mentors and novice teachers upon the conclusion of their August and mentor plan experiences. The final step is the review of the overall plan by the Board of Education via the Superintendent of Schools (see Appendix I & K).

In order to evaluate the plan's impact after implementation, the following evaluation components have been identified.

- 1) Use of annual surveys (see below) for novice teachers to assess resources, frequency of collaboration, and teaching practices.
- 2) Communication Logs (Appendix J) that delineate time and topics of meetings.
- 3) Agendas from professional development opportunities mentor and novice teachers attended.
- 4) Evaluation of novice teacher by supervisors as per code.
- 5) Review of student data from several sources.
  - a) Annual review of PARCC to reflect our district's progress in meeting the New Jersey Core Curriculum Content Standards, and Common Core Standards
  - b) Use of pre and post MAP scores to reflect our district's progress in meeting New Jersey Core Curriculum Content Standards.
  - c) DIBELS assessment results.
  - d) Review of pre and post writing sample scores.
  - e) Other relevant data as needed

#### **New Teacher Induction Program – Exit Survey Questions**

- How do you rate the content presented?
- Was your level of knowledge increased?
- Was your level of anxiety decreased?
- Which part of the workshop was most beneficial for you?
- Name one thing that you didn't learn that you would like to have learned about.

#### **New Teacher Mentoring Program – Exit Survey Questions**

- Specifically, what did you enjoy about the overall program?
- Did the program meet your needs as a new teacher?
- Do you feel any important area was overlooked by the mentoring program?
- Can you provide us with three recommendations for next year's hires?

## Harrison Township School District Self-Assessment Tool for District Mentoring Plan

Please rate each of the areas below according to what is important to be included in a Mentoring Plan from the viewpoint of a novice teacher.

Possible responses:

- 1 – **Little or no need** for assistance in this area
- 2 – **Some need** for assistance in this area
- 3 – **Moderate need** for assistance in this area
- 4 – **High need** for assistance in this area
- 5 – **Very high need** for assistance in this area

- \_\_\_\_\_ 1. Communicating with the principal
- \_\_\_\_\_ 2. Communicating with parents
- \_\_\_\_\_ 3. Organizing and managing the classroom
- \_\_\_\_\_ 4. Maintaining classroom management strategies
- \_\_\_\_\_ 5. Obtaining instructional resources and materials
- \_\_\_\_\_ 6. Planning for instruction
- \_\_\_\_\_ 7. Managing time and work
- \_\_\_\_\_ 8. Diagnosing students' needs
- \_\_\_\_\_ 9. Evaluating students' progress
- \_\_\_\_\_ 10. Motivating students
- \_\_\_\_\_ 11. Assisting students with special needs
- \_\_\_\_\_ 12. Dealing with individual differences among students
- \_\_\_\_\_ 13. Understanding the curriculum
- \_\_\_\_\_ 14. Using a variety of teaching methods
- \_\_\_\_\_ 15. Grouping for effective instruction
- \_\_\_\_\_ 16. Administering assessments such as MAP/PARCC/Unit Tests/DIBELS
- \_\_\_\_\_ 17. Understanding the district's teacher evaluation model
- \_\_\_\_\_ 18. Understanding my legal rights and responsibilities as a teacher
- \_\_\_\_\_ 19. Dealing with union-related issues
- \_\_\_\_\_ 20. Becoming aware of special services provided by the school district

Please list any additional areas of concern you feel would be beneficial to you and/or other staff members.

**Harrison Township School District**  
**Criteria and Guidelines for Clinical Experience for**  
**Mentoring Alternate Route Teachers**  
**Section XII**

Harrison Township School District's plan for Alternate Route Teachers meets the requirements of the amendments to the Administrative Code N.J. A.C. 6A:9-8.3(b)1; 6A:9-8.4(c)1(ix) and 6A:9-8.4(c)3. These amendments were adopted by the State Board of Education on May 1, 2006. These revisions permit the calculation of the 20 days of mentoring to be the equivalent of 90 hours of teaching time. Since districts are permitted to incorporate orientation, induction, pre-service or summer clinical experiences with in-class mentor support to achieve the 20-day requirement, when hiring an Alternate Route Teacher, this district will provide contact between the novice teacher and the veteran teacher in the following manner:

**Summer Clinical Experience:** Two weeks of orientation and induction between the mentor and the novice teachers, which would equate to 50 hours of contact time (5 hours each day for 5 days each week for 2 weeks equates to **50 hours**)

**Peer Observation:** Mentors will visit the classroom of the novice teacher for coaching purposes for at least two full days and the novice teachers will visit the mentor for a minimum of two full days. These four days will be 5.5 hours in length each day which will total **22 hours**. Substitutes will be provided to release either the mentor or the novice teacher from their regular classroom assignment, so that they might observe in their colleague's classroom.

**Contact Hours for continued orientation:** Within the first two months of school, the mentor and the novice teacher will meet regularly either before or after school to discuss the classroom visits and relate what was observed to the Core Content Standards and Common Core State Standards: (minimum of **18 hours**)

**Total contact hour between mentor and novice teacher equals minimum of 90 hours.** Throughout this contact time, the mentor will guide the novice teacher to relate the classroom observations and discussion through the lens of the following:

- Common Core State Standards
- New Jersey Core Curriculum Content Standards
- Classroom management and discipline
- State and district assessment of student progress and achievement
- Lesson planning, including goal setting, meeting objectives, and developing assessment tools
- District policies and procedures and/or
- New Jersey Professional Standards for Teaching

## **Appendix A**

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

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. Professional development activities are fully evaluated.
8. Professional development is aligned with state standards, assessments, and the local school curriculum.

## Appendix B

### New Jersey Professional Standards for Teaching

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-term 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, interpret results to evaluate and promote student learning, and 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 create a supportive, safe and respectful learning environment that encourages positive social interaction, and promotes 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.

## Appendix C

### Matric Alignment Chart

<b>New Jersey Professional Standards for Teachers</b>	<b>NCLB Key elements of High Quality Professional Development for Teachers</b>
<b>Standard 1:</b> Subject matter knowledge	Elements 1 and 4
<b>Standard 2:</b> Human growth and development	Elements 1, 2, and 3
<b>Standard 3:</b> Diverse learning	Elements 1, 2, and 3
<b>Standard 4:</b> Instructional planning and strategies	Elements 1 through 8
<b>Standard 5:</b> Assessment	Elements 1, 7, and 8
<b>Standard 6:</b> Learning environment	Elements 1, 2, 3, 4, and 6
<b>Standard 7:</b> Special needs	Elements 1, 2, and 3
<b>Standard 8:</b> Communication	Elements 1 and 5
<b>Standard 9:</b> Collaboration and partnership	Elements 2, 3, and 5
<b>Standard 10:</b> Professional Development	Elements 1 through 8

## Appendix D

### Mentoring Contract

The mentoring contract brings together the mentor, the novice teacher, the administrator, 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 (mentor and administrator) 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 in order to provide the type and amount of support required.
- 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 of the mentor.
- To seek out the mentor for answers to questions that may arise.

***The principal/supervisor 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.

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Mentor

---

Date:

---

Novice Teacher

---

Date:

---

Principal/Supervisor

---

Date:

## Appendix E

### 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 characteristics the way you see yourself.

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



## Appendix F

### No-Fault Exit Process

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.**

## Appendix G

### Possible Monthly Meeting Topics

1. Suggestions for the first day and week with students
2. Attendance procedures and lesson plans
3. Examples of room arrangements and bulletin boards
4. Reading groups and other small group practices and suggestions
5. Office referral forms for nurse, discipline, parent pick-up, etc.
6. Suggestions for classroom management
7. Answering questions from parents or the press
8. Communicating with parents/caregivers
9. Setting up the classroom
10. Procedures for handing out textbooks and other materials
11. Special Education, especially regarding inclusion, co-teaching
12. Faculty and student handbooks
13. Health-alert list
14. Back-to-school night
15. Parent conferences and communication logs
16. Emergency exits and areas to bring students for fire drills, etc.
17. Field trip guidelines and procedures
18. Student records and confidentiality
19. Grading, interim, and report card procedures and dates
20. Using new or unapproved curriculum materials and controversial topics
21. Understanding rubrics
22. Entering data progress for report cards
23. Managing email communication
24. Developing SGOs
25. Discuss the teacher evaluation instrument
26. Review positive behavior support system
27. Clarifying the Student Code of Conduct

## Appendix H

### Planning Conference, Reflection, and Debriefing Question Guides

#### Planning Conference Question Guide

##### Clarification of Lesson Goals and Objectives

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

##### Decisions about Instructional Strategies

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

##### Focus of the Observation

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

##### Needs of the Teacher and Affirmations for Accomplishment

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

## Reflection Time Question Guide

### Lesson Purpose

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

### Teacher Development

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

### Effects on Students

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

### Collaborative Communications

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

## Debriefing Question Guide

### Statement of Discrepancies

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

### Analysis of Teaching Actions

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

### Generation of Solutions and Effects

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

## Appendix I

### Self-Assessment Tool for District Mentoring Plan

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

	Yes	No	Partially
<b>District-wide Planning Process</b> <ul style="list-style-type: none"> <li>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?</li> <li>Does the chair of the LPDC monitor implementation of the mentoring program and use feedback to adjust and make improvements?</li> </ul>	X  X		
<b>Criteria-based Selection and Matching of Mentors</b> <ul style="list-style-type: none"> <li>Does our district mentoring plan include at least the criteria for mentor selection in state regulations?</li> <li>Are mentors selected based on the criteria stated in the regulations?</li> <li>Does our district have criteria for matching mentors and novice teachers?</li> <li>Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?</li> </ul>	X X X X		
<b>Mentor Services</b> <ul style="list-style-type: none"> <li>Do mentors receive training in the skills of conferencing and feedback?</li> <li>Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?</li> <li>Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher?</li> </ul>	X X X		
<b>Novice Teacher Services</b> <ul style="list-style-type: none"> <li>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?</li> <li>Are novice teachers brought together regularly during the year for networking opportunities?</li> <li>Are novice teachers provided with ample time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?</li> </ul>	X X X		

## Appendix I (continued)

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

	Yes	No	Partially
<b>School Leader Services</b>			
• Do school leaders model a range of ways to support novice teachers at their schools?	X		
• Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?	X		
• Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?	X		
<b>District Board of Education and Community</b>			
• Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support novice teachers for professional growth aligned with New Jersey Professional Standards for Teachers?	X		
• Is the community invited to support district efforts to nurture novice teachers?	X		
<b>On-going Program Evaluation</b>			
• Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program?	X		
• 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?	X		

## Appendix J

### Mentor-Teacher Communication Log

Mentor Teacher: \_\_\_\_\_

Novice Teacher: \_\_\_\_\_

Date	Time Spent	Activity	Topics Discussed	Initials	Comments (optional)

*Note: Please forward this monthly log to the Office of Curriculum and Instruction beginning October 1<sup>st</sup>.*



## Appendix K

### Rubric for Assessment of a District/School Mentoring Plan

Criteria for Success	Beginning	Developing	Established	Sustaining
<b>Needs Assessment Process</b>	<ul style="list-style-type: none"> <li>No stakeholders involved in the needs assessment process</li> <li>Process may include data analysis of training components</li> </ul>	<ul style="list-style-type: none"> <li>Some stakeholders involved in needs assessment process</li> <li>Process includes analysis of training component feedback: Did teachers learn the material and can they apply it?</li> </ul>	<ul style="list-style-type: none"> <li>All district stakeholders contribute to needs assessment process</li> <li>Process often reflects current status only</li> <li>Process includes analysis of training component feedback: Does application enhance teacher effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>All district and community stakeholders contribute to needs assessment process</li> <li>Process reflects current and projected status</li> <li>Process includes analysis of training component feedback: Does application enhance teacher effectiveness, student performance and teacher retention?</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>Vision includes an understanding of all the components in the regulations for mentoring</li> <li>Vision is designed by the local professional development committee</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of identified mentoring components</li> <li>Select group of stakeholders is involved in designing and supporting the vision</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of comprehensive mentoring and induction components</li> <li>All district stakeholders are involved in designing and supporting the vision</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of comprehensive mentoring and induction components</li> <li>All district and community stakeholders are involved in designing and supporting the vision</li> <li>Vision is based on needs and research</li> </ul>

Criteria for Success	Beginning	Developing	Established	Sustaining
<b>Goals</b>	<ul style="list-style-type: none"> <li>Goals support the regulations for mentoring and are aligned with the Professional Standards for Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers</li> <li>Goals are based on needs assessment and student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers</li> <li>Goals are based on needs assessment, student achievement data and teacher learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers</li> <li>Goals are based on needs assessment, student achievement data and teacher learning needs</li> <li>Goals are aligned to the district goals for ongoing professional learning</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>No objectives stated</li> </ul>	<ul style="list-style-type: none"> <li>Some objectives are aligned with goals</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are directly related to goals</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are clear and measurable</li> </ul>
<b>Mentor Selection</b>	<ul style="list-style-type: none"> <li>Criteria and application process for mentors is in compliance with minimum regulations for mentoring</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and used</li> <li>Mentors and novice teachers are matched according to availability</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and use</li> <li>Mentors and novice teachers are matched (to the degree possible) according to grade level/content area)</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and fully implemented</li> <li>Mentors and novice teachers are matched (to the degree possible) according to grade level /content areas and proximity)</li> <li>Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers</li> <li>A procedure exists that, in the event matches do not work, both parties are “held harmless” and a new match is made</li> </ul>

Criteria for Success	Beginning	Developing	Established	Sustaining
<b>Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>▪ Roles and responsibilities for LPDC, board of education, mentor and novice teacher are defined as in regulations for mentoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional roles and responsibilities for LPDC, board of education, mentor and novice teacher are clearly defined to support mentoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Roles and responsibilities for some additional stakeholders are defined</li> </ul>	<ul style="list-style-type: none"> <li>▪ The roles and responsibilities of all stakeholders are clearly defined</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>▪ Basic training opportunities are available on a voluntary basis</li> <li>▪ Training is offered only once or twice a year</li> <li>▪ Training is not based on needs assessment data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional learning is aligned with the Professional Standards for Teachers</li> <li>▪ Training is the main mode of delivery for professional learning</li> <li>▪ Some professional learning is based on data and may be targeted to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional learning is aligned with the Professional Standards for Teachers</li> <li>▪ Professional learning is based on data and targeted to meet needs</li> <li>▪ Training and networking opportunities are aligned to the goals and objectives of the mentoring plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional learning opportunities are comprehensive and ongoing</li> <li>▪ Professional learning is aligned with Professional Standards for Teachers</li> <li>▪ Collaboration is supported</li> <li>▪ Professional learning is based on data and targeted to meet needs</li> <li>▪ Training and networking opportunities are aligned to the goals and objectives of the mentoring plan</li> </ul>
<b>Action Plan and Resource Options</b>	<ul style="list-style-type: none"> <li>▪ Action plan includes only professional learning activities and resource options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Action plan includes professional learning activities, resource options and person(s) responsible</li> </ul>	<ul style="list-style-type: none"> <li>▪ Action plan includes professional learning activities, resource options, person(s) responsible and timeline</li> </ul>	<ul style="list-style-type: none"> <li>▪ Action plan includes professional learning activities, resource options, person(s) responsible and timeline</li> </ul>

Criteria for Success	Beginning	Developing	Established	Sustaining
<b>Funding Resources</b>	<ul style="list-style-type: none"> <li>Only state funding is utilized</li> </ul>	<ul style="list-style-type: none"> <li>State funding and limited district funding resources are utilized</li> </ul>	<ul style="list-style-type: none"> <li>Funding is available from a variety of resources (i.e., partnerships, grants) but not consistently utilized</li> </ul>	<ul style="list-style-type: none"> <li>Funding is available from a variety of resources (i.e. partnerships, grants) and utilized appropriately</li> </ul>
<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure participant involvement and satisfaction with the training</li> </ul>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure participant involvement, satisfaction with the training and how well the mentoring process was learned</li> </ul>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

## Mentor Rubric

Criteria for Success	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
<b>Availability</b>	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
<b>Problem Solving</b>	The mentor frequently led the new teacher into discovering possible solutions to problems on his or her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he or she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his or her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he or she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he or she would have handled the situation
<b>Reflective Questions</b>	The mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his or her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questioning to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his or her teaching. No attempt was made to have the new teacher think about his or her teaching practices. The mentor imparted his or her knowledge rather than asking questions.

## Mentor Rubric

Criteria for Success	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
<b>Confidentiality</b>	The mentor closely adhered to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conference.	The mentor closely adhered to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conferences.	The mentor adhered to the “Firewall” between mentoring and evaluation. Topics and discussions from mentoring sessions were not shared with other staff or administration.	The mentor was unfamiliar with the “Firewall” between mentoring and evaluation. Topics and discussions from mentoring sessions were shared with other staff or administration inappropriately.
<b>Feedback</b>	The mentor engaged in observing the new teacher’s classroom on several occasions. The mentor provided positive peer coaching feedback that was in a timely manner. The feedback was designed to increase the new teacher’s teaching skills by reinforcing “Best Practices” that were observed. Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher’s classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher’s teaching skills by reinforcing “Best Practices” that were observed. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback, reinforcing “Best Practices”.	Feedback to the new teacher was not based on classroom observations or contact with the new teacher. Feedback consisted mostly of the mentor telling how he or she would handle the situation.

## Mentor Rubric

Criteria for Success	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
<b>Encouragement</b>	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district and the community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, district and community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his or her hard work and efforts. The encouragement was genuine.	The mentor provided little or no encouragement to the new teacher.