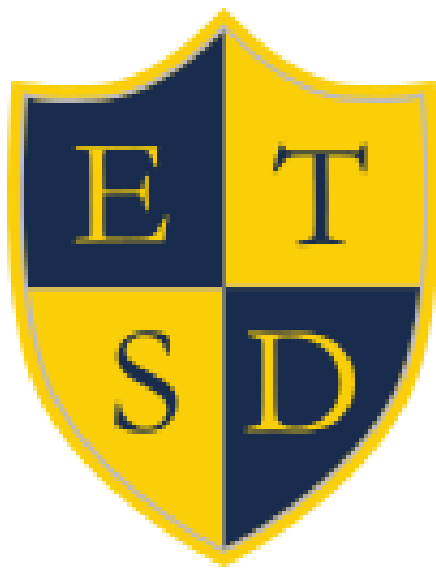


Welcome to Eastampton Community School



Eastampton Township School District

Mentoring Plan

2024-2025

We need other people to show us, to accompany us, to hold the hope and steady our faith that we will make it. And we also need people with whom to practice; parents, friends, children, teachers. For in relationships, we both form and heal what we come again and again to name ourselves. This is why mentors and mentoring environments play such a key role. Without adequate support many learners...may decide to stay where they are.

- *Laurent Daloz*

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Mentoring Plan Vision and Goals

a. District Vision Statement

Eastampton Township School District is dedicated to providing a quality induction program that will utilize and enhance the skills, knowledge and experiences of teachers new to the profession or to the district. It is aligned with professional development standards, core content curriculum standards, and the local school curriculum. Eastampton Township School District's mentoring plan recognizes the need for ongoing and sustained professional development through an induction program that facilitates mastery and excellence and supports the needs of all mentors and mentees.

b. District Goals

The Eastampton Township School District's mentoring plan facilitates the needs of all mentors and mentees by providing activities and processes that:

- Will foster and further promote mastery of subject matter and teaching skills;
- Will enable teachers to increase their knowledge of the NJCCCS, curriculum frameworks and how to effectively teach them through differentiated instruction that promotes the advancement of all learners;
- Will provide high quality, sustained professional development opportunities for mentors and mentees;
- Is developed with the participation of all stakeholders, including mentors, mentees, administrators, parents, and community members to support continual professional growth of educators and establish a climate that supports the improvement of the school community.

c. SMART Goal

Over the course of the next three years, the Eastampton Township School District is targeting a 65% teacher retention rate per year.

Mentoring Plan Vision and Goals, cont'd.

d. Professional Staff Induction Objectives

- To provide teachers with the training, support and knowledge of the district curriculum and materials.
- To further develop the teaching strategies and instructional delivery skills by addressing areas such as, but not limited to:
 - ◆ Designing lesson plans
 - ◆ Motivating students
 - ◆ Monitoring student progress
 - ◆ Meeting the needs of diverse learners in the classroom
 - ◆ Aligning teaching objectives to the standards
 - ◆ Setting goals and expectations
 - ◆ Modeling strategies
 - ◆ Integrating themes throughout the curriculum
 - ◆ Accommodating special needs students.
- To provide opportunity for dialogue between mentor and mentee in order to mutually achieve professional growth.
- To provide assistance in creating a safe and positive classroom environment.
- To provide assistance in effective classroom management and organization.
- To familiarize new staff with district/building facilities, procedures and policies.
- To acquaint new staff with professional responsibilities and district expectations.
- To provide a system of support to teachers new to the district, which will lead to a greater retention rate.
- To identify the needs of the new teacher and develop plans for experiences to aid in professional growth.
- To assist the new teacher in developing positive relationships with children, families, colleagues, and the community.

Guidelines for Selection of Mentor Teachers

- The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher. The district board of education shall provide training in current educational practices to the retired teachers or administrators.
- The teacher is committed to the goals of the local mentoring plan.
- The teacher has agreed to maintain the confidential nature of the mentor teacher/ novice teacher relationship.
- The teacher has demonstrated exemplary command of content area knowledge and of pedagogy.
- The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible.
- The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves.
- The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
- The teacher agrees to complete a comprehensive mentor-training program.
- In the event that the relationship is no longer productive or the learning situation is compromised, outside intervention could be utilized or the relationship could be concluded with both parties held harmless

Guidelines for Selection of Mentor Teachers, cont'd

b. Qualities of Effective Mentors

Successful mentors share a number of common characteristics:

Trustworthy

- serve as confidant
- support the new teacher
- develop an atmosphere of trust in discussing areas of need and successes
- discuss, accept and work through teaching dilemmas
- share the ultimate goal of improving learning experiences for students

Effective Communicator

- create an open and honest relationship with the new teacher
- listen, ask questions and provide feedback

Competent and Responsible

- model the traits of effective teaching to new faculty members
- include knowledge of and commitment to the teaching profession
- emphasize integrity, professionalism and teaching competence
- mentors, themselves, should be excellent teachers

Good Interpersonal Skills

- nurture and guide the teacher along the path to effective teaching
- be approachable, positive, caring, and understanding

Collaborator

- be open to sharing ideas, expertise, and solving problems
- work as a member of a team using collegiality to develop a true learning community

Roles and Responsibilities

a. Mentor Responsibilities

- To attend one or more new teacher orientation days held prior to the beginning of the school year.
- To participate in mentor training meetings throughout the school year (three times minimum per year).
- To develop a schedule of meetings with the inductee, providing for a minimum of three meetings a month.
- To maintain a log of all meetings with the inductee, which documents the date, time, and topics addressed.
- To develop and maintain a professional and confidential relationship with the inductee.
- To allow the new teacher to observe you modeling teaching strategies in the classroom.
- To share information with the new teacher related to school and district procedures, guidelines and expectations.
- To refer the inductee to appropriate resources, personnel and materials.
- To guide the new teacher in planning and organizing the classroom and daily schedule.
- To provide non-evaluative feedback through observations and consultations. Observations and consultation dates must be documented.
- To assist in maintaining records of program completion.

Roles and Responsibilities, cont'd.

b. Board of Education Responsibilities

- To determine whether to approve and support the mentor plan submitted by the Local Professional Development Committee.
- To determine whether to provide necessary funding to ensure an adequate mentoring program.

c. School Leader Responsibilities

- To inform novice teachers about the mentoring program and the New Jersey Provisional Teacher Program.
- To select mentors based on application criteria.
- To match mentors and novice teachers by considering years of experience, teaching assignment, proximity, and personalities.
- To respect the confidentiality of the mentor-novice teacher relationship.
- To contribute to ongoing program evaluation.
- To support and encourage qualified teachers to apply to become mentors
- To support the mentor-novice teacher relationship by scheduling time to plan together, observe each other, and conference following observations.
- To coordinate and participate in orientation and other training programs for novice teachers.

Mentor Training Resources

Mentor training is a required part of a school district's mentoring plan ([N.J.A.C. 6A:9C-5.2\(a\)7](#)). These Mentor Training videos provide foundational training for new mentors or those needing a refresher. The presentations address required topics for mentors, help districts begin the process of training mentors, and supplement the training the district provides. Additional resources are provided in descriptions of each of the videos.

Videos:

- [New Jersey Department of Education Mentor Training Part 1 of 3](#)
- [New Jersey Department of Education Mentor Training Part 2 of 3](#)
- [New Jersey Department of Education Mentor Training Part 3 of 3](#)

Components of Mentor Training

The components of the mentoring program include, but are not limited to:

Phase I (to be completed between August and Sept of the new school year)

1. Roles and Responsibilities of Mentors and Novice Teachers and Their Transitions

(Per the ASCD, 1999)

-In the beginning, the mentor takes the leadership role. The mentor provides information as needed and then helps to set priorities and becomes a model for the novice teachers. At this time the novice teacher moves quickly from anticipation about the new job to a period of stress and survival;

-As a partnership is built, the mentor offers assistance and seeks suggestions from the novice teacher to allow him/her to take some responsibility for the relationship. At this time the novice teacher might become disillusioned about his/her job and question the way things are;

-As the relationship becomes stronger, the two teachers work more collaboratively, sharing ideas, analyzing, and making decisions. At this time the novice teacher is becoming rejuvenated; and

-The mentor begins to withdraw from the relationship by encouraging the novice teacher to become more independent. The mentor uses questioning techniques to guide the novice teacher in becoming a reflective practitioner. At this time the novice teacher is back to a period of anticipation and is ready for self-growth.

2. Communication and Building Trust (Standard 8, Standard 10)

A positive mentor-novice teacher relationship involves building and maintaining respect, trust, and effective communication. Trust is built over time by doing the following:

- Listen in way that show you respect your novice teacher and that you value his/her ideas;
- Practice openness when sharing information;
- Speak authentically about your feelings;
- Explain what you understand and admit when you do not understand something;
- Explain why you shift the level of your support according to the situation;
- Follow through. Do what you say you will do;
- Continuously work at safeguarding confidentiality;
- Be open to feedback;
- Be truthful;
- Be consistent; and
- Be supportive publicly and privately

3. The Challenges of Mentoring

- Overextending him/herself;
- Interacting with the novice teacher without clearly defined roles and

- responsibilities, training or support from the school leader;
- Assuming too much responsibility for the novice teacher; and
- Under-utilizing the professional growth opportunities available through working with a novice teacher.

4. **The Adult Learner**

Mentors need to know the characteristics of adult learners, learning styles and phases of teacher development to facilitate working with a novice teacher and other colleagues.

- Adult learners are socially interactive;
- Adult learners bring rich experiences to learning;
- Adult learners learn by doing, often in problem-based situations; and
- Adult learners benefit from the process of feedback and reflection.

Phase II (To be completed in January)

1. Questioning Techniques (Standard 4 and Standard 10)

In purposeful mentoring relationships, the mentor skillfully employs questioning techniques that challenge and stretch both the mentor and novice teacher to reflect on their classroom practices, which enhance student learning. A mentor should employ many of the following questioning techniques:

- Questions should be open-ended;
- Questions should focus on the event or behavior and not the person;
- Questions should be probing; and
- Questions should be non-judgmental

2. Use of Standards-Based Formative Assessments (Standard 1, Standard 4, Standard 5, and Standard 6)

The use of standards-based formative assessments provides a confidential structure for interaction between a mentor and a novice teacher to allow for reflection on strengths and areas for growth based on the New Jersey Professional Standards for Teacher. The purpose is to allow the mentor to guide and support the novice teacher in identifying professional learning activities that are most appropriate to improve classroom teaching. The mentor can help the novice teacher identify and make progress toward his/her identified professional goals. Together the mentor and novice teacher determine the next steps by focusing on what to observe during classroom visitations, by collaboratively planning lessons, by making suggestions for improvement, and by modeling lessons.

The characteristics of formative assessment used in the mentoring relationship include:

- An ongoing measurement of growth over time;
- Evidence of student learning and teacher practice to help identify areas of strength and for growth;
- Objective and data-based;
- Responsive to the teacher's developmental needs;
- Interactive and collaborative; and
- Assessment tools that support inquiry and reflection

3. Classroom Visitations (Standard 1, Standard 3, Standard 4, Standard 5, Standard 6, Standard 7, Standard 8, and Standard 10)

When a mentor visits the classroom of a novice teacher he/she has an opportunity to observe what is happening in the classroom. By using reflective questioning techniques to engage the novice teacher in reflection after the classroom visitation, the novice and mentor can begin to set goals. The information gathered from the classroom visitation can then be used with the collaborative assessment log to support the novice teacher's reflection in planning for his/her continuous professional growth.

A format to guide the mentor and the novice teacher in collaborating in a planning conference, making a classroom visitation, and engaging in a reflective conference, should be followed.

4. Collegial Coaching (Standard 1, Standard 3, Standard 4, Standard 5, Standard 6, Standard 7, and Standard 10)

There are four phases in the collegial coaching cycle: planning, observation of the teaching performance, reflection time; and debriefing. During the planning phase, the mentor and novice teacher determine what specifically will be observed during the classroom delivery of the lesson and how data will be collected so that decisions can be made as to the effectiveness of the lesson. The mentor observes and collects data on the instructional or learning behaviors determined during the planning phase. The observation notes are meant to be a mirror so that the teacher can see what was taking place during the lesson. Following observation, the mentor and novice teacher meet to reflect on instructional actions and the relationship between teaching behaviors and student learning. Debriefing includes problem-solving to effect changes in instructional practices.

Phase III (To be completed in April)

1. Designing Professional Growth Activities (Standard 8, and Standard 10)

Rigorous mentoring ensures movement of the novice teacher from dependence to self-direction through ongoing support and guidance from the mentor. The use of collaborative assessment logs, the New Jersey Professional Standards for Teachers, classroom visitations, and/or collegial coaching can provide the mentor with tools to assist the novice teacher in planning for ongoing professional learning activities include:

- Sharing views concerning possible career paths and goals;
- Providing direct assistance: answering questions, suggesting strategies, supplying resources;
- Creating opportunities for the novice teacher to become involved in professional activities- such as faculty activities, professional association, special projects – and to “prove” his/herself as a professional;
- Providing information on the mentor's own professional development plan as a model;
- Assisting the novice teacher in setting short- and long-term professional goals;
- Acting as a resource to help the novice teacher obtain information about certification and continuing education requirements; and
- Suggesting or providing books, articles, professional videos, and so on.

2. Ongoing Networking Opportunities (Standard 8 and Standard 10)

Mentors need frequent opportunities to meet with other mentors to share successes, to problem-solve, and to share effective instructional strategies. Networking and/or focus groups provide opportunities for mentors to model and be engaged in continuous professional learning. These professional learning activities benefit both veteran and novice teacher and impact student learning in their respective classrooms.

3. E-Mentoring

The mentor and novice teacher might engage in frequent electronic communication as a way to discuss classroom experiences, ask questions, share resources or reflect without having to schedule a face-to-face meeting.

Components of Novice Teacher Training

Novice teacher training in the Eastampton Township School District is based on the needs of the novice teachers and aligned with the New Jersey Professional Standards for Teachers. Novice teacher training may be provided by district personnel, colleges, or other training consultants; on one or all of the training components in accordance with the district mentoring program. The following outlines the components of the training:

District Professional Development Requirements

The LPDC is responsible for developing and implementing both the district professional development and mentoring plans. The plans need to be aligned with the district needs and state standards including the New Jersey Professional Standards for Teachers, the New Jersey Professional Development Standards, the New Jersey Core Curriculum Content Standards, and district curricula. It is important that the district, school, and individual professional development goals are in alignment with the needs of the students and teachers in the district.

Novice Teacher Orientation

All teachers new to the district will attend an orientation prior to the start of the school year. The orientation will take place over the course of two to three days. New teachers will be welcomed by administrative staff, meet and plan with their mentors, and participate in various activities that address the following:

- District expectations- evaluations, lesson planning, etc
- First days of school
- Effective communication
- Collegial relationships
- Building procedures
- I&RS

See Attachment A for a sample agenda of the activities that take place in August.

Ongoing Professional Learning Opportunities

Novice teachers will participate in TIPS meetings (Teacher Induction for Success) once a month. The following outlines the topics that will be covered at these monthly meetings:

September- Lesson Planning

- NJSLS
- Substitute plans
- District expectations
- Planning for large group, small group instruction

October – Classroom Management

- Expectation for students
- Classroom safety

November- Parent Teacher Conferences

- Rapport with parents
- Grading systems/report cards
- Record keeping
- Additional communication (telephone/technology use)

- Confidentiality

December – District Resources

- Library resources
- Professional development hours/resources
- Completion of mid-year mentor program evaluation

January – Assessment

- Informal and formal classroom assessments
- Rubrics
- Alternative assessments
- State testing

February – Working with At-Risk Students

- Medications
- Learning styles
- Flexible grouping
- Diagnosing of students needs

March – Data-Driven Decision Making

- Pre and post assessments
- Using data to inform instruction

April – PIP and Pupil Progress Development

- Professional improvement plan
- Pupil progress report
- Self-reflection

May – End of the Year Responsibilities

- Cumulative progress folders
- Room clean-up
- Student placement cards
- Recommendations for supplemental programs

June – Reflection

- Novice teachers complete end of the year evaluation of mentor program

The Importance of Reflecting on Teaching Practice

Mentors and novice teachers will maintain a mentor/mentee planning log which will allow them to document all interactions and reflect on new learning. These logs will be submitted to the LPDC monthly so that the committee may plan for future training sessions.

In addition, mentors and novice teachers will complete a mid-year and end-of-year evaluation on the mentor program. Novice teachers will complete monthly reflection sheets that focus on each topic addressed during the TIPS meetings throughout the year. See Attachment B for samples of reflection journals.

Interactions between Novice Teacher and Mentor

Initially, the mentor and novice teacher will complete a Partnership Agreement (attachment E). This agreement asks the participants to determine their own goals and objectives for the year. In addition, it creates dialogue where they discuss how they will accomplish their goals and what confidentiality means to them. This will be completed at the New Teacher Orientation scheduled prior to the start of the school year.

Dialogue and discussion are key communication activities that facilitate ongoing professional growth for both novice teacher and mentor. Different types of contact provide numerous ways for mentor and novice teacher to have ongoing interactions. Types of contact include: one-on-one interaction, grade level/team meetings, planning logs, phone calls, emails, and observation.

See Attachment C for a sample Mentor/Inductee Planning Form.

September Reflection Journal: Lesson Planning

1. Log one week of activities and attach them to this sheet.
2. Describe an interaction with a student that was successful and one that was unsuccessful. How did the student inform you that it was a positive interaction? What responses from the student in the unsuccessful interaction informed you that it was not going as planned? What would you change?
3. Describe a successful and unsuccessful interaction with a teacher. What did you learn from these experiences?
4. Review your attached log. Describe a success you had this week. If you could change one thing, what would it be and why?

September Reflection Journal: Starting the School Year

1. Briefly describe your first meeting with a student. How did you prepare? How did you approach the student if it was a testing situation? How did you make the child feel comfortable with entering into a new environment? What did you think at the conclusion of your meeting?
2. What do you believe are the three most important things you did this month toward establishing positive relationships with your colleagues?
3. What is one thing that you changed immediately or plan to change? Why?
4. What is your favorite memory of this month?

October Reflection Journal: Classroom Management

1. Take a photo or two of your classroom and attach them here.
2. Describe how the physical setup fosters student involvement and establishes a productive working environment.
3. “Effective teachers *manage* their classrooms. Ineffective teachers discipline their classroom.” Describe how this quote applies to you.

October Reflection Journal: Classroom Management

4. Describe a physical classroom environment that is conducive to non-traditional learners (i.e. – classified students, ELL, basic skills).
5. Describe teacher interactions that foster student involvement.
6. “Effective teachers *manage* their classrooms. Ineffective teachers discipline their classroom.”

January Reflection Journal: Assessment

1. Describe a time in your life when assessment made you feel good about yourself as a learner?
2. Describe a time in your life when assessment did not make you feel good about yourself as a learner?
3. As a student, what types of assessments have helped you be successful?
4. As a student, what types of assessment do you find most challenging?
5. How has your experience with assessment as a student affected your assessment strategies as a teacher or CST member?

February Reflection Journal: Looking Back

1. When did I feel the most connected, engaged or affirmed as a teacher this year? When did I feel most confident and competent with my skills?
2. When did I feel the most disconnected, disengaged, or discouraged as a teacher this year? When did I doubt my competence and confidence?
3. If I could repeat this past week, what would I do differently based on the learning and response of my students?
4. What am I most proud of this year based on the learning and responses of my students? Were there particular successes related to classroom management?

March CST Reflection Journal: Data-Driven Decision Making

1. What assessment tool do you feel provides you with the most comprehensive information about a student? Explain.
2. What is most challenging about sharing assessment results with parents? Teachers?
3. Think about an assessment you administered that was not appropriate for that particular child. How did you respond and what would have been a better choice?
4. What is the most important thing you feel teachers should know about assessing students?

March Reflection Journal: Data-Driven Decision Making

Complete the following Assessment Literacy Inventory. Review your ratings and determine what areas you would like to focus on with your mentor to improve your assessment literacy. This could be an area you identify on your PIP for next year.

	1 Need Assistance	2 Have Some Knowledge	3 Am Very Knowledgeable	Remarks:
1. I have a clear vision of my assessments before I introduce the lesson or unit with my students.				
2. I communicate about assessment goals with my students.				
3. Assessment goals are communicated in language my students understand.				
4. I communicate assessment results with parents.				
5. I use a variety of assessment strategies in my classroom instruction.				
6. I can easily identify which of my students need additional help.				
7. I know what types of extra help specific students need to succeed and achieve.				
8. My assessment strategies serve as tools to motivate my students to learn.				
9. I know how to match the skills outcome to the appropriate assessment method.				
10. I know which standards and skills are assessed on state assessments.				
11. I am knowledgeable about the state and/or local standardized tests that are administered in my school.				
12. I use rubrics to clarify assessment criteria.				
13. I understand the report card system in the district.				
14. I use assessment results to inform my instruction.				
15. I conference with my students and share information regarding their progress.				
16. My assessments clearly align with content, skills and standards.				

April, May and June Reflection Journal:

As part of the April reflection portion, the teachers will be completing their annual self-reflection, which is part of their district annual review.

In place of the May reflection, teachers will complete the end-of-year evaluation for the mentor program.

A June reflection will not be required, as teachers will be closing the school year. Novice teachers will continue to meet with their mentors weekly.

Eastampton Township School District
Mentor Induction Evaluation
December

1. The biggest challenge I have had so far this year was:

2. The most important thing I learned from my mentor was:

3. The most important things I learned from other colleagues were:

4. The monthly meetings I found most useful were:
 - Why were these sessions of particular value?

5. The monthly sessions I found least useful were:
 - Why were these sessions less useful?

6. I would change the monthly meetings in these ways:

7. Please share some topics you would like to see addressed in future sessions.

Thank you for your time and comments!

Eastampton Township School District
Mentor Induction Evaluation
June

1. The biggest challenge I have had this year was:

2. The most important thing I think my mentor learned was:

3. The monthly meetings I found most useful were:

- Why were these sessions of particular value?

4. The monthly sessions I found least useful were:

- Why were these sessions less useful?

5. Overall, how would you rate your relationship with your novice teacher?

1	2	3	4	5	6
not helpful					extremely helpful

Comments:

6. Overall, how would you rate the mentoring program?

1	2	3	4	5	6
not					extremely
helpful					helpful

Comments:

7. Please choose the response for each item that most closely indicates your level of agreement with the following statements.

A. Strongly agree B. Agree C. Agree somewhat D. Disagree E. Strongly disagree

- _____ 1. I understood what was expected of me as a mentor
- _____ 2. I communicated often with my novice teacher
- _____ 3. I helped my novice teacher plan lessons
- _____ 4. I provided personal support to my novice teacher
- _____ 5. I observed lessons and provided feedback on my novice teacher's teaching
- _____ 6. I felt prepared to be a mentor
- _____ 7. I helped my novice teacher become part of the school culture
- _____ 8. My novice teacher's ability to work with parents improved
- _____ 9. My novice teacher's classroom management improved
- _____ 10. My novice teacher's teaching improved
- _____ 11. I felt supported by the program coordinator
- _____ 12. My novice teacher and I had ample time together
- _____ 13. I am glad that I was a part of this mentoring program

8. As a mentor, what needs (if any) did you have that were not addressed by the mentoring program?

9. What types of additional support should the school district provide to mentors?

Thank you for your time and comments!

Resources for Mentoring Training

This Survey lets the novice teacher self evaluate strengths and weaknesses, as well as supply background and experience. The novice teacher may wish to share some of this information with the mentor.

1. List your previous teaching experience, including student teaching.
2. List your strongest assets as a teacher.
3. List three areas of concern as a novice teacher in Eastampton Community School.
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
- ___ large group instruction
- ___ small group instruction
- ___ one-to-one instruction
- ___ behavioral management
- ___ developing and administering informal classroom assessments
- ___ planning instructional units
- ___ 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.

Resources for Mentoring Training (cont.)

Sample Mentoring Activities Checklist

August/September

- Welcome the novice teacher with a phone call prior to school
- Give the novice teacher a tour of the building and introduce staff members.
- Review the building procedure books together.
- Discuss the policies and social traditions of the school/district.
- Show the novice teacher how to get the necessary materials and books.
- Review emergency procedures for the building.
- Share building schedules.
- Be accessible the first day and week.
- Help the novice teacher set goals for the first week.
- Discuss basic discipline policies for the school.
- Review lesson plan procedures
- Help the novice teacher understand the phone and technology procedures.
- Explains school/district forms.
- Review grading/assessment procedures.
- Review evaluation and observation procedures.
- Establish a novice routine for meetings with your novice teacher.
- Get the novice teacher ready for Back-to-School events.
- Let the novice teacher know of upcoming professional learning opportunities.
- Review holiday/birthday procedures.
- Visit informally as the novice teacher teaches a lesson.
- Share professional development procedures.
- Discuss how to call out sick and set up for a substitute.
- Encourage parental communication.
- Discuss special needs students.
- Review faculty meeting procedures.

October/November

- Review field trip procedures.
- Review and discuss classroom and time management .
- Explain how to make referrals (I+RS).
- Set up a time for the novice teacher to visit your classroom.
- Accentuate the positive and encourage reflection.
- Save student work for conferences.
- Discuss conferencing procedures.
- Review progress reports.
- Look at report card procedures.
- Continue to look at effective classroom practices.
- Share bulletin board and project ideas.
- Be there on the good days and the bad.

December/January

- ___ Discuss sensitivity to holidays.
- ___ Make sure the novice teacher is aware of any staff social get-togethers.
- ___ Review the fall's highlights-- success and challenges.
- ___ Share bad weather and school closing procedures.
- ___ Go to a professional learning activity together.
- ___ Share ideas for lesson plans immediately preceding a holiday.
- ___ Look at mapping out the semester and discuss pacing.
- ___ Be encouraging.
- ___ Prepare for the next report card.

February/March

- ___ Review any standardized testing procedures.
- ___ Examine standardized available test data.
- ___ Review grade or department expectations for students.
- ___ Review additional observation and evaluation procedures.
- ___ Encourage your novice teacher to make special plans to celebrate spring break.
- ___ Discuss special classroom techniques (cooperative and flex groups)
- ___ Discuss reinforcing behavioral rules right before spring break.

April/May/June

- ___ Explain rehiring practices and contracts.
- ___ Discuss how to design a Professional Improvement Plan.
- ___ Review end of the year procedures.
- ___ Take time to celebrate the year.
- ___ Offer tips for packing up the classroom.
- ___ Consider ideas for the last weeks of school that engage students in meaningful activities.
- ___ Review cumulative folder procedures.
- ___ Share end of the year celebrations with students.

Sample Mentoring Discussion Topics

Lesson Plans	Substitute lesson planning
Large group instruction	Flexible grouping
One-to-one instruction	Classroom behavior/management
Informal classroom assessment	Development of rubrics
Rapport with faculty and staff	Rapport with parents
Instructional units	Pacing of curriculum
Crisis in the classroom	Diversity of student needs
Educational philosophy	Teaching styles
Alternative assessments	Time management
Field trips	Grading systems/report cards
Referral of students	Special services
Professional development	ML Learners
Multiple intelligences	Learning styles
Classroom safety	NJSLS
Testing procedures	Special event procedures
Confidentiality of student issues	Expectations of students
Telephone and technology use	Year-end responsibilities
Additional record keeping	Duty responsibilities
Professional responsibility	Reviewing norms of the school
Writing a PIP	Legal rights and responsibilities
Motivating students	Diagnosing student needs

Thinking Steps for Lesson Planning

Lesson Objective: What do I want students to know and/or be able to do by the end of this lesson?

- How will I communicate the objective to them, or is it important for this lesson that they discover that for themselves?
- How will they prove that they have achieved this objective?

Focus: How will I achieve student focus at the beginning of my lesson?

- Will I use an anticipatory set (an opportunity for all learners to bring to mind what they already know about the new learning)?
- Will I use some other means to focus student attention on the learning? (i.e., novelty, discrepant event, etc.)

Value: What is the rationale for the learning objective? How and when will I share this with students? Input: How will students learn the knowledge and skills?

- Will they read about it? See a model or videotape? Hear about it from me, from a guest speaker, from another student?
- How will I involve students actively in this process?

Check for Understanding (Monitoring): How will I know that all students have met the objective?

- How will I elicit an observable behavior from all students that proves the lesson objective, so that I can make an informed decision about what to do next?
- How will I observe this - from each student?

Adjust: What will I do for students who are having trouble with learning?

- Will I:
 - Tutor them individually?
 - Have an educational assistant work with them?
 - Pair them up with students who met the objective?
 - Put them in a group and work with them together?
 - Do I have supplementary materials that may make reteaching easier or more effective?

Practice: Is this a skill or a body of knowledge that needs practice? How will I provide for that?

- Have I monitored all students before providing practice, so that no one is practicing incorrectly?
- Have I noted in my plan book to be sure to come back to this learning later in the year to reinforce it?

Closure: What is a way to have all students reflect on learning they have done in this lesson?

Materials: What materials and audiovisual equipment do I need for this lesson?

Student Set-Up:

- What do students need to have ready?
- How will I have them seated?
- If they will be working in groups, how will those groups be formed? How will I ensure that all group members participate?

Preparing for Observation

The following checklist should be used as a guide to help the novice teacher prepare for formal observations/evaluations. It is advised that these topics be discussed with the mentor, and that the mentor and novice teacher decide together on how to best prepare for the novice teacher's formal observations/evaluations.

Administrative

- Greeting students.
- Conducting attendance expeditiously.
- Convening the class on time with minimum disruptions.

Classroom Structure/Organization (Is the classroom organized to facilitate student learning?)

- Learning stations or centers.
- Students' access to computers.
- Facilitates teacher-to-student and student-to-student, face to face interaction.
- Themes conveyed by materials on bulletin boards and other posting areas reflect the key/priority concepts for the course/ subject matter.

Overview of Subject Matter Expectations

- Presentation of the relationship of the immediate previous class discussion to the current issues being reviewed. Checks for student understanding.
- Presentation of the specific outcomes regarding the concepts to be covered and learned during this class period. Checks for student understanding.
- Presentation of the process/methodology by which the concepts are to be covered.

Checks for student understanding

- Presentation of the time to be allocated to each concept. Check for student understanding.
- Presentation of how groups function effectively. Checks for student understanding.

Instructional Presentation

- Assessment of what students already know about the content to be taught.
- A conceptual overview of contents/concepts.
- Review of key terminology/ vocabulary and definitions.
- Strategic question to guide student discussion. Use of small groups.
- Use of testing (oral and written), special projects and homework to primarily reinforce learning and to assess student learning.
- Knowledge of content demonstrated.
- Use of technology and other communication enhancement devices.

- Summation and assessment of student learning.
- Overview of issues to be discussed at the next meeting of the class.

Student Social Development

- Validates each student
- Provides equitable and fair treatment for all students.
- Challenges unhelpful behaviors and reinforces helpful behaviors.
- Applies progressive discipline strategies.

Danielson's Framework for Teaching

Mentors should review Danielson's framework for teaching with the mentee. It identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. Because teaching is an extremely complex activity, this framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. A brief review of each of these domains will provide a road map of the skills and competencies new teachers need to develop.

Domain 1: Planning and Preparation.

The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn---in other words, how the teacher designs instruction. These include demonstrating knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning

Domain 2: The classroom Environment.

The components in Domain 2 consist of the interactions that occur in a classroom that are non instructional. These consist of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.

Domain 3: Instruction.

The components in Domain 3 are what constitute the core of teaching – the engagement of students in learning contests. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

Domain 4: Professional Responsibilities.

The components in Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism.

Teachers who demonstrate these competencies are highly valued by their colleagues and administrators, as well as being seen as true professionals. The benefits of having a framework for professional practice, as Danielson notes, are several. First, a framework offers the profession of teaching a shared vocabulary as a way to communicate about excellence. For novice teachers, a framework provides a pathway to excellence by laying out the twenty-two important components that constitute professional practice. A framework for teaching provides a structure for discussions among teachers and also serves to sharpen the focus for professional development. A framework also serves to communicate to the larger community the array of competencies needed to be an effective teacher.

New Jersey Professional Learning Standards

(a) Teacher preparation, school district induction, professional development programs, and the school district teacher evaluation system shall align with the standards at (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven).

1. Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the New Jersey Student Learning Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.

5. Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

7. Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content 25 areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

10. Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Standard Eleven: Ethical Practice. The teachers act in accordance with legal and ethical responsibilities and use integrity and fairness to promote the success of all students.

Check <https://www.nj.gov/education/profdev/standards/> for more information.

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