

Green Township School District

Green Hills School Mentoring Program

2018 - 2019



Green Hills School
Mentoring Program
Committee

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Superintendent

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Green Township School District

PROGRAM GOALS

The Green Township School District supports the continued improvement of teachers new to the district through its Mentoring Program. The purpose of the Mentoring Program is to link the New Teacher with a veteran teacher upon whom he/she can rely on for assistance and guidance. During this mentoring period, ongoing collaboration will facilitate the growth of the New Teacher toward the highest levels of professional practice during his/her first years of teaching in the Green Township School District. The Green Township School District mentoring program provides for a two-year mentoring partnership for teachers new to the field of education. For experienced teachers who are new to the district, the mentoring program offers a one-year partnership designed to provide support with local policy, procedures and curriculum. At the discretion of the building principal, a one-year mentor may also be provided for teachers making significant changes to their teaching assignments.

Mentoring programs have been shown to help solve or reduce problems faced by new teachers. In addition mentoring programs help retain promising teachers. According to the NJDOE a mentoring program should focus on the following:

- Curriculum
- Teaching effectiveness
- Classroom climate
- Identification of school problems
- Student behavior and discipline
- Meeting the needs of all students
- Parent/teacher relationships
- Emotional and personal support
- Orientation to the school, policies and procedures

CONFIDENTIALITY STATEMENT

It is important that the New Teacher be able to discuss problems openly with the mentor so that they may be addressed in a timely and informed manner. The mentor is not an evaluator of the New Teacher but, rather a collaborator with the New Teacher. As a result of this confidentiality, the mentor is not expected to share written or verbal information with an evaluator/administrator.

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ROLES AND RESPONSIBILITIES

All involved will meet before the beginning of the school year with the new teachers to provide an initial orientation and to schedule activities for the new school year.

A. New Staff will:

- Play an active role in the mentoring relationship
- Critically reflect on his/her own practices
- Observe experienced teachers at work
- Participate regularly in programs organized for New Teachers
- Remain open to feedback in order to develop as a professional

B. Mentor will:

- Participate in a mentor training program
- Ensure a strong start to the year
- Observe New Teacher teachers at work
- Provide instructional support
- Provide professional support
- Provide personal support
- Maintain a confidential relationship with the New Teacher
- Maintain a comprehensive mentoring log
- Acquire a thorough knowledge of the mentoring program
- Serve as a resource

C. Principal will:

- Establish a collegial school culture
- Ensure reasonable working conditions for the inductee
- Conduct an orientation program
- Conduct the formal evaluation of the inductee
- Notify staff that mentoring positions may be available
- Oversee the selection of mentors
- Respect the confidential relationship between the New Teacher and the mentor
- Notify mentor coordinators of mentor/New Teacher changes throughout the year

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- D. Professional Development – Committee will:
- Provide ongoing professional development
 - Provide subject curriculum development

PROCESS FOR MENTOR SELECTION AND MATCHING

In May, the building principal will notify all staff that mentoring positions may be available.

By June, any teacher interested in mentoring will notify their building principal in writing. Principals and department chairs/program specialist will collaborate on the selection of mentors.

The following qualifications will be used in the selection of mentors:

- At least five (5) years of teaching experience, preferably in the Green Hills School System
- Participation in mentor training
- Accessibility to the New Teacher
- Knowledge and adherence to the Curriculum
- Awareness of the merits of different teaching styles
- Ability to teach to the diverse learning styles of students
- Knowledge about the resources in the school and district
- Willingness to invest time to develop mentoring skills and participate in the program for the duration of the year
- Ability to maintain a confidential relationship

LIST OF PAIRING FACTORS

The following factors are helpful in determining a good match of mentors with New Staff:

- Teaching experience (when & where)
- Grade level
- Content area
- Availability of common planning time
- Physical proximity of classrooms
- Teaching style and philosophy
- Common interests

It should be stressed from the outset that no match is permanent and can be changed at the request of either person. It should be noted that a mentoring relationship that doesn't work need not be seen as a failure, but rather a difference in style.

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MENTOR TRAINING

Green Hills has developed a formal training program based on the following guidelines. The training has been managed at the district level and carried out by staff members. The staff members have been trained through various local and state organizations. Training for new mentors will take place in conjunction with the two-day orientation for new teachers.

All mentors need to be trained because good teachers of children do not necessarily make good coaches for adults. Mentors must receive training in the skills of effective mentoring and strategies for supporting new teachers to be successful in a standards-based classroom. This training should be managed at the district level because at this level districts can ensure the same quality of training for all of their mentors.

In choosing trainers, districts should look to their own teachers who are experienced mentors, to consultants, professional associations and other recognized professional development providers. Districts may also choose to have their prospective mentors participate in Mentor Training Institutes sponsored by the Department of Education.

Elements of the training may include:

- Role of a mentor
- Analysis of teaching strategies
- Observations skills
- Strategies for conferencing and feedback
- Diagnosing and analyzing classroom management issues
- Problem solving skills
- Reflective practice
- Using student work to evaluate and inform practice
- Classroom management

Districts are required to assign all New Teachers to a mentor within the first two weeks. Mentor assignments should not be decided until after the New Teacher is hired and his/her individual needs are considered in the match.

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Mentor Application Form

Part A – Mentor Teacher Application Form

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

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

Name: _____

School: _____ **Subject/Grade Level:** _____

1. Why do you want to be a mentor teacher?
2. What abilities and experiences do you bring to the process of mentoring novice teachers?
3. How are you keeping current in curriculum areas?
4. What do you hope to gain from becoming a mentor?

_____ Teacher's Signature _____ Date

Part B- Principal's Mentor-Novice Teacher Assignment

I have assigned _____ to Mentor Teach
_____, a first year Novice Teacher
for the 20____ - 20____ school year.

_____ **Principal's Signature** _____ **Date**

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Role of the Mentor

Defining Your Role

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

Role of the Mentor

- To focus on classroom activities, including instructional techniques, curriculum and classroom management.
- To provide emotional support.
- To socialize teachers into the school community.
- To avoid being evaluative.
- To provide confidential support.
- To educate the new teacher about special programs in the school or district.

Conflicts

From time to time there may arise a conflict, personal or professional, between a mentor and a novice teacher. Either party may contact the building principal for consultation and possible reassignment.

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Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:
2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:
3. Maintain confidentiality of our relationship. Confidentiality for us means...
4. Honor the ground rules we have developed for the relationship. Our ground rules will be...
5. Provide regular feedback to each other and evaluate progress. We will accomplish this by...

We agree to meet regularly until we accomplish our predefined goals or for this school year. At the end of this period of time we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature/Date

Novice Teacher's Signature/Date

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Mentoring Activities Checklist/Action Plan

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 book together.
- Discuss the policies and social traditions of the school/district.
- Show the novice teacher how to get 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.
- Explain school/district forms.
- Review grading/assessment procedures.
- Discuss portfolio and journal expectations for the mentoring program.
- Review evaluation and observation procedures.
- Establish a regular routine for meetings with your novice teacher.
- Write a brief note of support – share your own “starting out” stories.
- 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 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.

Date of Completion	Topic	Group	Hours	Initials
By the end of September	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours For Aug./Sept.	Mentor _____ Mentee _____

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October/November

- ___ Review field trip procedures.
- ___ Review and discuss classroom and time management.
- ___ Explain how to make referrals.
- ___ 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.
- ___ Encourage attendance at the NJEA convention.

Date of Completion	Topic	Group	Hours	Initials
By the end of November	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____hours For Oct./Nov.	Mentor _____ Mentee _____

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.
- ___ Look at mapping out the semester and discuss pacing.
- ___ Be encouraging.
- ___ Prepare for the next report card.

Date of Completion	Topic	Group	Hours	Initials
By the end of January	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____hours For Dec./Jan.	Mentor _____ Mentee _____

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FEBRUARY/MARCH

- Review any standardized testing procedures.
- Examine standardized available test specs.
- 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.

Date of Completion	Topic	Group	Hours	Initials
By the end of March	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours For Feb./March	Mentor _____ Mentee _____

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.

Date of Completion	Topic	Group	Hours	Initials
By the end of June	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours For Apr.-June	Mentor _____ Mentee _____

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Sample Discussion Topics

The following are areas that should be considered for discussion between the mentor and novice teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Lesson plans	Substitute teacher plans
Large-group instruction	Small-group instruction
One-to-one instruction	Classroom behavior management
Informal classroom assessment	Instructional units/curriculum
Producing instructional material	Crisis in the classroom/emergency plan
Rapport with faculty and staff	Multiple intelligences/learning styles
Cultural/Ethnic awareness	Expectations of student achievement
Cooperative learning	Common Core Standards
Educational philosophy	Content area
Time management	Teaching styles (observing other teachers)
Alternate assessment	Record keeping
Grading procedures/grade book	Development/assignment of projects
Special events (ex: plays, concerts)	Confidential information (written/spoken)
Classroom safety	Telephone/intercom
Field trips	Testing procedures
Report cards/interim reports	Year-end responsibilities
Meeting deadlines	Referral of students to special ed./guidance
Professional development	

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Sample Data Collection Points During Classroom Visits

- ❖ Teacher-Student Interactions
- ❖ Student Time on Task
- ❖ Verbal Flow
- ❖ Teacher Proximity to Students
- ❖ Wait Time
- ❖ Questioning Skills
- ❖ Reinforcement
- ❖ Use of Motivation
- ❖ Instructional Strategies
- ❖ Curriculum Approaches
- ❖ Teacher Expectations/Student Achievement
- ❖ Active Participation Techniques
- ❖ Gender expectations/Student Achievement
- ❖ Particular Child or Small-Group Focus
- ❖ Overall Classroom Culture
- ❖ Other

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Classroom Visitation Protocol

Teacher: _____ Date: _____

Lesson: _____

Starting Time: _____ Ending Time: _____

Subject/Grade Level: _____

Elements of Lesson Design

1). Curriculum Objective:

A. Standard _____

B. Skill _____

2). Mini-Lesson _____

3). Small Group _____

Pacing of Small Group: _____

Data used to develop Small Groups:

Independent Practice/Stations: _____

Closure: _____

Technology Tools Used: _____

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Collaborative Assessment Log

Name: _____

Mentor: _____

Grade Level/Subject Area: _____

School: _____ Date: _____

Check all that apply:

- | | |
|--|----------------------------|
| <input type="checkbox"/> Connecting with content standards | Analyzing student work |
| <input type="checkbox"/> Planning a lesson | Reflecting |
| <input type="checkbox"/> Connecting with professional goals | Communicating with parents |
| <input type="checkbox"/> Problem Solving | Using technology |
| <input type="checkbox"/> Developing/reviewing professional goals | Modeling a lesson |
| <input type="checkbox"/> Classroom observation | Providing resources |

What's Working:

Current Focus – Challenges – Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next meeting date: _____ Focus: _____

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?

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Planning Conference Question Guide (Continued)

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 that you want me to look for?
- How can I best communicate?
- What would you like for me to do while the lesson is in progress?
- What, if anything, can I do prior to the lesson?

Conference Reflection 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 believing this?
- In what ways do the practices employed distract from the intended learning 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?

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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?