



THE EWING
PUBLIC SCHOOLS

Mentoring Plan

June 23, 2014

(Revised June 2026)

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Assistant Superintendent of Schools

Table of Contents

District Profile Sheet	Page 3
Board of Education Review Notification	Page 4
Self Assessment Tool for District Mentoring Plan	Page 5
Mentoring Vision Statement	Page 7
Mentoring Goals	Page 7
Introduction	Page 8
Mentors	Page 9
Pre-Mentoring Survey for Novice Teachers	Page 10
Novice Teacher Self Assessment Inventory	Page 11
Mentor's Checklist	Page 12
Monthly Mentoring Opportunities	Page 14
September – October	Page 14
November – February	Page 15
March – June	Page 16
Mentor Classroom Visitation and Consultation	Page 17
Who Benefits	Page 18
Roles and Responsibilities	Page 19
Common Definitions	Page 20
Novice and First Year Teacher	Page 21
Mentoring Regulation	Page 22
Appendices	
Mentoring Log	Page 23
New Jersey Professional Learning Standards	Page 24
Beginning of the School Year	Page 25
Tips for Success	Page 26
Back-To-School Night	Page 27
Parents as Parents	Page 28

Ewing Public School District

District Mentoring Plan

District Profile Sheet

The district profile sheet reflects the mentoring data from the 2025-2026 school year.

Name of District: Ewing Public Schools

District Code: 211430 County Code: 021

District Address: 2099 Pennington Road

Ewing, NJ 08618

Chief School Administrator: Dr. David Gentile

Mentoring Program Contact: Dr. Trisha Bogusz

Mentoring Program Contact Phone: (609) 538-9800 Ext 1402

Mentoring Program Contact Email: tbogusz@ewingboe.org

Type of District: K-12

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 7

Number of novice teachers with a certificate of Eligibility with Advanced Standing: 23

Number of novice special education teachers with a standard license: 7

Number of Mentors: 21

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

K-5: 13

6-8: 6

Special Education: 7

Ewing Public School District

Teacher Mentoring Plan Board of Education Review Notification

Ewing Public School District Board of Education has reviewed the local mentoring plan developed by the Ewing Public Schools Professional Development Committee. The Ewing 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:9B-8.4

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



Signature of Board of Education President



Signature of Board of Education Vice President

Date: 7/31/24

Ewing Township School District
Self-Assessment Tool for District Mentoring Plan

To be completed by June 30th of the 2023-2024 school year

Place an "X" in the box that is appropriate for each item

District-wide Planning Process	Yes	No	Partially
Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local School Improvement Panel (ScIP) to develop a mentoring plan aligned with state regulations?			
Does the ScIP monitor implementation of the mentoring program and use feedback to adjust and make improvements?			
Criteria-based Selection and Matching of Mentors			
Does our district mentoring plan include at least the criteria for mentor selection in state regulations?			
Are mentors selected based on the criteria stated in the regulations?			
Does our district have criteria for matching mentors and novice teachers?			
Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?			
Mentor Services			
Do mentors receive training in the skills of conferences and feedback?			
Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?			
Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher?			
Novice Teacher Services			
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?			
Are novice teachers brought together regularly during the year for networking opportunities?			
Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?			
School Leader Services			
Do school leaders model ways to support novice teachers at their schools?			

Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?			
Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?			
District Board of Education and Community			
Do all district staff and parents know that there is a quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?			
Is the community invited to support district efforts to nurture novice teachers?			
On-going Program Evaluation			
Does the ScIP engage in ongoing assessment (process/formative evaluation) of a quality induction program			
Does the ScIP gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?			

MENTORING VISION

All novice teachers, i.e., those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped, will participate in a one year mentoring program consisting of 30 weeks for traditional route and 34 weeks for alternate route.

Through its mentoring program, the Ewing Township Public School District seeks to provide not only what a new teacher in the Ewing Township School District needs in order to be successful but what a mentor needs to know or to be able to do in order to support a new teacher for this or her success. The Ewing Township School recognizes success as the alignment and support of the New Jersey Professional Standards for Teachers, the ESSA Key Elements of High Quality Professional Development, and the common Core State Standards. We envision our mentoring program as one with encompasses total school (district) involvement; administrative endorsement and facilitation, mentor and novice teacher engagement, and faculty-at-large support. By this process, we feel that we can increase not only the quality and retention of our novice teachers but the academic achievement of our students.

MENTORING GOALS

Our goal for the Mentor Plan is to:

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

Mentoring Plan

Introduction

As a means of induction into the education profession and a member of the Ewing staff, a variety of mentoring structures are available to new staff. All new staff will participate in a four-day New Teacher Induction Program prior to the opening of school. The Induction Program is a comprehensive introduction including, but not limited to, district policies and procedures, teacher evaluation instrument, curriculum materials, and expectations effective teaching practices. The district offers a variety of ongoing learning opportunities for new staff including:

- Professional development sessions provided after school at the building and district level. Go to My Learning Plan to review workshop offerings.
- Literacy and Math Coaches at the elementary and middle school level
- On-going meetings/interaction with the Mentors, Principal, Assistant Principal, Content Supervisors, Literacy and Math Coach and Assistant Superintendent
- Classroom visitation. The mentor and mentee will work with the building principal to schedule the visitation.

Mentoring Logs must be submitted the 30th of each month for monitoring and review. A Mentoring Log will be posted in Google Docs and forward to the Curriculum and Instruction Office.

The district has adopted the Danielson Framework for Teaching as its Teacher Evaluation model. The district's mentoring program is anchored in this framework. The Danielson Domain includes:

- **Danielson Domain 1 - Planning and Preparation**
- **Danielson Domain 2 - Classroom Environment**
- **Danielson Domain 3 - Instruction**
- **Danielson Domain 4 - Professional Responsibilities**

Each monthly mentoring topic is linked to the Danielson Framework with a broad range of interactions in which the mentor and mentee will participate as it relates to their work.

Per the revised Mentoring Regulation, mentees will interact with the mentor as follows:

Expectations

- Minimum 1 meeting per week for 4 weeks (CEAS) with meeting (posted on the Mentoring log)
 - 30 weeks of 1:1 mentoring
- Minimum 1 meeting per week for 8 weeks (CE) with meeting (posted on the Mentoring log)
 - 34 weeks of 1:1 mentoring

Mentoring Program

Mentors

The district encourages and appreciates staff who give back to the profession by being a mentor to a new staff member. All mentors have demonstrated success in the classroom and meet the requirements per the May 5, 2014 revised Mentoring Regulations:

- Minimum of three years' experience with at least two years completed within the previous five year period
- Participated in training:
 - Teacher Evaluation Rubric/Practice Instrument (Danielson)
 - New Jersey Professional Standards for Teachers
 - New Jersey Core Content Standards
 - Classroom observation skills
 - Reflective conversation about practice
- Beginning in 2014-15
 - Earned a teacher practice rating of Effective or Highly Effective
 - Earned a summative practice rating of Effective or Highly Effective
- Maintain a log of their contact with their mentee which will be submitted to the Curriculum and Instruction Office on the 30th of each month

Payment Procedures

The district's Payroll Department will deduct 20 equal payments from the mentee for the mentoring program. The mentor will received payment for their mentoring service in the last June pay.

PRE-MENTORING SURVEY FOR NOVICE TEACHERS

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

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

How would you rate your skills in the following areas?

1 = developing

2 = confident

3 = accomplished

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

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

NOVICE TEACHER SELF-ASSESSMENT INVENTORY

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

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

Information about Policy and Procedures

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

Access Resources

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

Working with Students

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

Managing Time

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

Consideration for our mentor/novice teacher relationship:

Other areas I'd like to address:

Mentor's Checklist

Before school begins...

- ☐ Call to introduce yourself
- ☐ Ask the beginning teacher to assemble a list of questions
- ☐ Tour the building
- ☐ Make certain that supplies and Teacher's Instructional Materials are available
- ☐ Answer questions and supply additional related information

On the first day...

- ☐ Introduce the beginning teacher to other staff members, especially those they will be working with most closely
- ☐ Review daily routine
 - ☐ Homeroom period
 - ☐ Attendance
 - ☐ Changing classes
 - ☐ Special schedules
 - ☐ Duty assignments
- ☐ Review the paperwork to go home with students on their first day
- ☐ Explain textbook distribution
- ☐ Assist with substitute plans, lesson planning and website navigation

During the first week...

- ☐ Check DAILY to make sure the beginning teacher has settled into a smooth routine
- ☐ Assist with any needed changes to the schedule
- ☐ Be certain that first day paperwork has been returned and processed properly
- ☐ Help the beginning teacher set up a grade book and do the first full week's lesson plan
- ☐ Review posting grades in the Genesis program
- ☐ Set up a regular WEEKLY meeting time to check on progress and answer questions
- ☐ Offer to allow the beginning teacher to observe you as you teach

Before progress reports are due...

- ☐ Provide needed information and advice for "Back to School Night"
- ☐ Review grading formulas
- ☐ Assist with progress reports
- ☐ Assist with pre-observation forms and answer questions about observation by administrators

Before first report cards are due...

- ☐ Help the beginning teacher prepare for any parent conferences or phone calls
- ☐ Assist with the completion of report cards as needed

As the year proceeds...

- ☐ Continue to meet WEEKLY to answer questions and offer assistance
- ☐ Explain standardized testing procedures
- ☐ Guide the beginning teacher through:
 - ☐ Referral to IR&S
 - ☐ IEP Meetings
 - ☐ Child Study Team referral process

At year's end...

- ☐ Explain procedures for:
 - ☐ Final grades
 - ☐ Needs assessment form
 - ☐ Professional Improvement Plan
- ☐ Review end-of-year checklist

Ewing Public Schools
Monthly Mentoring Opportunities

Each month presents opportunities for a variety of mentor/mentee conversations. The Monthly Mentoring chart below provides suggested conversations which align with the Danielson Domains, as well as the professional activities occurring during that month. The list below serves as the minimum requirements with the mentor/mentee adding discussion topics relevant to the mentees needs.

September:

Activity/Mentoring Conversation	Danielson Domain
Teacher Obligations: • Lesson plan review/feedback • How to take attendance in Genesis • How to set up Genesis Gradebook • Teacher Evaluation – SGO/SGP	Domains 1 and 4
Classroom Procedures: • Establishing fair and consistent classroom routines, discipline and rules	Domain 2
Instruction: • First two weeks of instructional planning	Domain 3
Professional Responsibilities: • Completing the PIP • Back To School Night • Teacher Pages • Parent /Teacher Interaction • Emergency Procedures • Request Professional Development workshop	Domain 4

October:

Activity	Danielson Domain
Teacher Observations: • Self-evaluation	Domains 1, 2, 3 and 4
Classroom Procedures: • Establishing fair and consistent classroom routines, discipline and rules	Domain 2
Instruction: • Using data to inform instructional decisions	Domain 3
Professional Responsibilities: • Parent/Teacher Communication	Domain 4

November:

Activity	Danielson Domain
Teacher Observations: • Parent/Teacher Conferences • Report Card preparation • Lesson plan review/feedback • PARCC preparation	Domains 1 and 4
Classroom Procedures: • Establishing fair and consistent classroom routines, discipline and rules	Domain 2
Professional Responsibilities: • Parent/Teacher Communication	Domain 4

December:

Activity	Danielson Domain
Classroom Procedures: • Establishing fair and consistent classroom routines, discipline and rules	Domain 2
Professional Responsibilities: • Parent communication	Domain 4

January:

Activity	Danielson Domain
Classroom Procedures: • Establishing fair and consistent classroom routines, discipline and rules	Domain 2
Instruction: • Using data to inform instructional decisions	Domain 3
Teacher Obligation: • Mid-Year SGO review • PIP reflection • Teacher Evaluation Reflection	Domains 1 and 4

February:

Activity	Danielson Domain
Classroom Procedures: • Establishing fair and consistent classroom routines, discipline and rules	Domain 2
Instruction: • Using data to inform instructional decisions	Domain 3
Teacher Obligation: • Teacher Evaluation Reflection	Domains 1 and 4

March:

Activity	Danielson Domain
Classroom Procedures: Establishing fair and consistent classroom routines, discipline and rules	Domain 2
Instruction: Using data to inform instructional decisions	Domain 3
Teacher Obligations: - Process for Teacher Annual - PARCC preparation	Domains 1 and 4

April:

Activity	Danielson Domain
Classroom Procedures: Establishing fair and consistent classroom routines, discipline and rules	Domain 2
Instruction: Using data to inform instructional decisions	Domain 3
Teacher Obligation: Process for Teacher Annual	Domains 1 and 4

May:

Activity	Danielson Domain
Instruction: Using data to inform instructional decisions	Domain 3
Teacher Obligation: End of the year procedures	Domains 1 and 4

June:

Activity	Danielson Domain
Teacher Obligations: - End of the year procedures - Reflection	Domains 1 and 4

MENTOR CLASSROOM VISITATIONS AND CONSULTATIONS

Classroom visitation and consultation is an integral part of the mentoring process. It gives participants the opportunity to view techniques and strategies that would enhance classroom practice. It allows for coaching and tutoring. It opens discussion and provides the avenue for problem solving and reflection. Veterans and novices alike find that learning from watching others, a demonstration of effective skills, is a two-way street. Classroom visitation and consultation offers the chance to visually experience a new technique or an introduction to new concepts. From the classroom visitation feedback and support is given that allows participants to gain a better understanding of the teaching practice. As one practitioner expressed, "it provides a mirror for me to view myself in actual practice."

Classroom visitation and consultation on the mentoring process is both non-evaluative and non-judgmental. Its purpose is to help the participants view and react to the learning and teaching that occurs within the instructional setting.

The following procedures have been designed to make the classroom visitation and consultation meaningful and relevant:

1. A request must be made to the administrator of your intent to participate in an observation when release time is needed. He/she will set up the classroom visitation and consultation schedule based on funding, substitute availability, and the specific needs of the participants.
2. Upon completion of the classroom visitation/consultation, the participants must conference. It is suggested that the novice teacher record the goals of the lesson, the learnings that resulted from the discussion, and the possible implementation plans.

WHO BENEFITS

THE NOVICE TEACHER:

- Gains knowledge about district policies, job responsibilities, and school culture
- Has emotional support that eases many concerns and anxieties
- Improves teaching performance and promotes student learning
- Engages in professional growth activities that enhance knowledge of effective strategies and techniques
- Systematically builds on successful classroom practice
- Chooses to remain in the teaching profession and regains initial enthusiasm

THE MENTOR TEACHER:

- Becomes a more reflective practitioner
- Is more open to the challenges of systemic change
- Is able to transfer the knowledge and skills in effective classroom practice
- Retains enthusiasm and motivation for teaching
- Functions as a teacher leader
- Is recognized for contributing to the professional growth of themselves and others

THE STUDENT:

- Benefits from the experience of the veteran teacher
- Experiences the enthusiasm and energy of the novice or first year teacher
- Receives instruction that is based on the most recent research and best practices
- Learns in an environment that models collaboration, collegiality and life-long learning

THE ADMINISTRATOR AND SUPERVISOR:

- Is supported in efforts to improve teacher quality and effectiveness
- Has developed a cadre of teacher leaders to support reform efforts
- Retains the “best and brightest” teachers for the school
- Builds a feeling of collaboration within the school that encourages collegial problem solving
- Identifies and resolves the problems faced by new teachers

THE SCHOOL DISTRICT:

- Retains quality teachers who understand the district and school culture
- Identifies and assists new teachers in resolving problems
- Creates cohesive schools that promote teacher professional training through learning communities
- Becomes known for their support of the professional staff and the achievement of their students

ROLES AND RESPONSIBILITIES

PRINCIPAL/ASSISTANT PRINCIPAL/DEPARTMENT SUPERVISOR:

- Selects a mentor from the applicants for each novice and first year teacher as soon as they begin their assignment. The principal selects mentors from the district provided mentor based on staff who have completed the district mentoring training. Consideration is given to the new staff members teaching assignment (grade level and/or department) and building location.
- Provides a list of all induction pairs to the office of the Assistant Superintendent.
- Observes and evaluates new teachers according to state and district requirements
- Participates in and supports mentor and novice or new teacher trainings
- Monitors on-going activities of the mentoring pair

MENTOR TEACHER:

- Serves as a professional role model in both professional and classroom practice
- Fosters a trusting, confidential relationship
- Meets with the novice teacher on a regular basis
- Provides appropriate feedback after a non-evaluative observation or visitation
- Models effective instructional techniques for the novice or first year teacher
- Orients the novice teacher to district and school policies
- Provides a variety of resources to help the novice or first year teacher begin to form a repertoire of effective strategies and techniques (including suggested books, online resources and thorough "walk through" of the curriculum resources site)
- Participates in training modules that will assist the mentoring process
- Encourages the novice or teacher to record needs, questions, and descriptions in a journal, using that journal for discussion purposes
- Helps the novice or first year teacher identify best practice material for a portfolio
- Participates in site-based mentoring meetings, as needed with the mentoring coordinator
- Maintains continued involvement in professional growth opportunities
- Maintains a log of interactions with novice/first year teacher

COMMON DEFINITIONS

- **Novice Teacher:** Any full or part-time teacher who has not completed one year of full time teaching under a state teaching certificate.
- **First Year Teacher:** Any teacher with prior experience in another district or who took an extended leave of absence from Ewing Public School District or who is entering the Ewing Public School District as a new teacher.
- **Mentor Teacher:** A tenured veteran teacher who willingly models and supports strategies and techniques that encourage new teachers to develop successful classroom practices and techniques that will enhance the learning of the students.

A Mentor Teacher will be:

- Rated Effective or Highly Effective in the previous year
- Has three years of teaching experience with at least 2 completed within previous 5 years
- Skilled in the delivery of instruction and knowledgeable about core curriculum content standards
- Enthusiastic about profession
- A confidant who listens and guides
- Willing to take risks and look for new approaches
- Sensitive to the needs of others
- A team player
- Available for help and support
- Patient
- A teacher leader

Provisional Teacher Holding a Certificate of Eligibility with Advanced Standing: A new teacher who has completed a state approved college teacher training program and has been hired to work within the classroom, including EdTPA.

Provisional Teacher Holding a Certificate of Eligibility (Alternate Route): A new teacher who has not completed a state approved college teacher training program and who must undergo formal instruction that consists of approximately 200 clock hours of study in essential areas of professional knowledge and skills at a district-operated or state-operated training center.

Professional Partners: A veteran teacher who is a teacher new to the district who has a standard certificate.

NOVICE AND FIRST YEAR TEACHER:

- Develop a professional learning plan within 30 days of being hired
- Develop the knowledge, skills, and attitudes necessary for optimal student learning
- Accept and implement appropriate suggestions in a professional manner
- Ask questions
- Meeting with your mentor on a regular basis and document the meeting times
- Visit your mentor and other teachers in several teaching situations and discuss new learnings
- Allow your mentor to visit your classroom to provide feedback and support
- Consider with your mentor about keeping a journal of your experiences that will help your reflect and build on successful practices
- Consider using the journal as a communication tool with your mentor
- Consider developing a portfolio and/or video of best practices that you would share with other new teachers
- Demonstrate enthusiasm for and a commitment to the school and district and the profession of teaching
- At the end of the first year, design a professional learning plan
- Participate in new teacher orientation and novice teacher program through the school year

Optional Novice Provisional Teacher Mentoring Log Template

Effective May 5, 2014, the New Jersey regulations governing district mentoring program requirements have changed. Novice provisional teachers (those teachers serving under a Certificate of Eligibility or a Certificate of Eligibility with Advanced Standing) must still be assigned an individual mentor at the beginning of the contracted teaching assignment. However, two of the regulatory changes impact the way these individual mentors track their time and receive payment for their services.

First, as specified in *N.J.A.C. 6A:9-8(d)*, individual mentor teachers assigned to work with novice provisional teachers are now required to log their mentoring contact time. The format of the log itself and the procedures for using it are to be developed as part of the district mentoring plan. The mentoring logs are to be sent to the district administrative office and retained there.

Secondly, as specified in *N.J.A.C. 6A:9-8(h)*, the administrative office of each school district will now be responsible for overseeing the payment of mentors. Payment may not be conferred directly from provisional novice teacher to mentor. The mentoring logs can be used to by the district to inform the payment process.

The optional mentor log template below is provided to assist districts in fulfilling these revised regulations. Please note that while the mentoring logs are required, the use of this particular template is not. Moreover, this template is based on a monthly log submission, but each district is free to determine the frequency with which they want to receive these mentoring logs.

Optional Novice Provisional Teacher Mentoring Log Template

Instructions: Please log each session with your mentee. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: _____ Year: _____

School/District: _____

Mentor Name: _____

Mentor Signature: _____

Mentee Name: _____

Mentee Signature: _____

Total Number of Mentoring Weeks This Month: _____

<u>Date</u>	<u>Time</u>		<u>Description of Activities</u>	<u>Total Time</u>
	From:	To:		

New Jersey Professional Learning Standards

Organization

The standards are now organized under four domains:

The Learner and Learning

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments

Content

- Standard 4: Content Knowledge
- Standard 5: Application of Content

Instructional Practice

- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

Professional Responsibility

- Standard 9: Professional Learning
- Standard 10: Leadership and Collaboration
- Standard 11: Ethical Practice

Within each standard, the elements continue to be organized under the following criteria:

- Performances: the aspect that can be observed and assessed in teaching practice;
- Essential knowledge: the understandings that one needs to support effective practice; and
- Critical dispositions: the habits of professional practice that underlie the performances and knowledge and play a key role in how teachers practice.

Integrated Themes

New to these updated standards is the inclusion of key themes across multiple standards. In some cases, the theme is not explicitly stated but can be inferred from the description of the knowledge, disposition, or performance within the standard. The integrated themes are as follows:

- | | |
|-------------------------------------|---|
| • Collaboration | • Individual differences |
| • Communication | • Interdisciplinary/multiple perspectives |
| • Creativity/innovation | • Professional Learning |
| • Critical thinking/problem solving | • Student-directed learning |
| • Cultural competence | • Teacher responsibility |
| • English language learners | • Technology |
| • Families and communities | • Use of data to support learning |

IT'S TIME TO BEGIN THE YEAR

1. Learn the layout of your school. Know how to get from your classroom to wherever you are going.
2. Get to know your principal, the vice principal, and your department supervisor. They will guide you through your first days in the school. Meet with your administrative supervisor to make sure the expectations of classroom practice are clearly defined.
3. Get to know the office staff and the facilities staff.
4. Familiarize yourself with the technology aspects of the job.
5. Make sure that you have the curricula/text books and teacher's manuals for all of the textbooks you will be using.
6. Think about the instructional strategies you will be using at the beginning of the school year and establish the layout and a seating chart for your students.
7. Organize your classroom based on the needs of your grade level.
8. Check the paper supplies in the class and order what you will need for the first month of school.
9. Put up bulletin boards that are welcoming and that invite class participation.
10. Establish goals for the first couple of weeks of school.
11. Write lesson plans for the first week of school.
12. Establish routines for attendance, for class jobs, for homework, for class rules, etc.
13. Talk to other members of your grade level or department to get an understanding of the procedures for the first week of school.
14. Ask questions, ask questions, when you are unsure of what to do.
15. Take care of yourself. Stress levels can be minimized by making sure to schedule time for activities that relax and fulfill you, getting enough sleep and eating properly.

TIPS FOR SUCCESS

You are about to begin the journey of your life. To help you get started, here are some tried and true tips that are guaranteed to bring success. Read on!

- Make a good impression your students and your colleagues. Be the kind of person that instills respect and trust. Be courteous, friendly, enthusiastic, and confident.
- Organize your classroom and your students. Organization is the key to moving through the transitions of the day.
- Move slowly through the first days of school. It is important to set the tone, your expectations, and the routine for the year with constant reinforcement. Being consistent in the early days will make your class run smoothly all year.
- Get to know your students as soon as possible. Highlight positive qualities and let them know you believe in them. Understand the unique needs of your students and look for resources that will promote curiosity and critical thinking. Expect success and you will get success!
- Establish rules that are firm, but fair. Have the students help in writing the rules in order to encourage them to establish fair parameters for the classroom.
- Develop support from the parents. Communicate, communicate, communicate! Let parents know your expectations and policies. Be prompt in returning calls for responding to notes. Maintain a positive and cheerful attitude. Listen carefully to concerns.
- Keep good records. Learn the policy of the district and the building.
- Build relationships with your colleagues. Get involved in school and professional activities. When you are involved in the system, you will have a better understanding of the system.

Back-to-School Night

Back-to-School Night is the time to begin the communication process with your parents. It is a time to introduce yourself and talk about your philosophy. It is a time for you to explain your expectations for their children, walk them through the curriculum, tell them about the school routines, and let them see the creativity that will flow from your classroom activities. Back-to-School Night is not for individual parent conferences, which will come later as you become more familiar with the needs of your students.

Talking Points:

1. **Welcome:** Introduce yourself giving a short summary of your educational background and some of your personal history. Let the parents know what a privilege it is to be a part of their child's life and the importance of building a partnership to support the classroom learning. Discuss your goals for the year (i.e. organization of time and materials, responsibility, listening, respect, curricular goals).
2. **Academic Expectations:** Review the curriculum standards and concepts for each subject (or course) that will be the focus of classroom activities.
3. **Daily Work:** Discuss your procedures for daily work. What does a class period look like? What expectations do you have for class work? Go over the daily schedule.
4. **Assessment and Grading:** It is important to review the report card and your policies for grading. Go over how students will be assessed on tests and for their classroom performance.
5. **Special Services:** Review the Special Services that are available to all students.
6. **Conferences:** Let parents know how to contact you and that they can schedule an in-person conference through the school counseling office.

PARENTS AS PARTNERS

Parents care deeply about their children and want to be involved in the education of their children. You, as the teacher, want to give your students the best possible year. Together, as a team, YOU can! Most parents are reasonable, respectful, and cooperative when they deal with teachers. The following suggestions can help you build a successful connection between the home and the school:

1. Get to know your parents as soon as possible. In the first weeks of school, find time to call student's parent(s). Make this first call a positive one giving example of the success the child is experiencing.
2. Update your website with your expectations for the class, your routines, and the responsibilities of the child and the parent.
3. Before sending a response to a parent's written concern, have the supervisor, mentor or vice principal review what has been written.
4. Remember to say "thank you" to parents for their efforts.
5. Listen carefully and think before you speak
6. Always respond to a parent's concern. A problem should be addressed quickly to eliminate future concerns.
7. Be accessible to parents for conferences. Communicate to the parents the appropriate procedure to schedule a conference.
8. During conferences:
 - Allow enough time for the conference.
 - Greet the parents at the door.
 - Always open on a positive note.
 - Address specific concerns and give possible solutions.
 - Be organized and keep notes.
 - Encourage both parents to be involved in decisions.
 - Review what has been discussed before the parents leave.