FREEHOLD BOROUGH SCHOOLS
Monmouth County Freehold, NJ

District Mentoring Plan
2026-2027

Board Approval Date: August 3, 2026

Freehold Borough Schools District Mentoring Plan
SY 2026-2027
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District Profile Sheet

The district profile sheet reflects the mentoring plan for the 2026-2027 school year.

Name of District: Freehold Borough Schools

District Code: 1640 **County Code:** 25

District Address: 280 Park Avenue Freehold, NJ 07728

Chief School Administrator: Dr.. Asia Michael

Mentoring Program Contact: Dr. Samuel dela Cruz

Mentoring Program Contact Phone: (732) 761-2146

Mentoring Program Contact E-mail: sdelacruz@freeholdboro.k12.nj.us

Type of District (check one) ☐ K-5 ☐ K-6 ☐ K-12 ☐ 7-12 ☐ 9-12

☒ Other (specify): PK-8

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 2

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 6

Number of Mentors: 6

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

K-5 4 **6-8** 3 **9-12** 0 **Special Education (all grades)** 1

LPDC Signoff Sheet

Name of District: Freehold Borough **Code**: 1640

County: Monmouth **Code**: 25

Names of Professional Staff Members Elected to Committee: *Sign in Sheets attached*

Name (print)	Signature	Position	Term
Jillian Lazaro		Elementary Teacher	2026-2027
Dawn Fetterly		Special Education Teacher	2026-2027
Jennifer Trattler		Elementary Teacher	2026-2027
Joshua Goldberg		Middle School Computer	2026-2027

Name of Administrators Appointed to Committee:

Dr. Samuel dela Cruz	Director of Curriculum & Instruction	2026-2027

Contact Person: Dr. Samuel dela Cruz

Phone: (732) 761-2135

Fax: (732) 294-7454

Email: sdelacruz@freeholdboro.k12.nj.us

District Mentoring Plan Committee Meeting held on Thursday, June 18, 2026

Agenda:

- Framing our work and goal setting
- Review of current data
- Review, revise, and edit our current district mentoring program
- Group share out and reflection

District Board of Education Approval

District Board of Education Approval Notification:

County Superintendent

The Freehold Borough Board of Education has reviewed and approved the local mentoring plan developed by the Freehold Borough Mentoring Plan Committee. The Freehold Borough Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J.A.C. 6A: 9-8.4. A copy of the district profile sheet and the board of education's review of the plan have been included.

Signature of Board of Education President

Signature of Board of Education Vice President

(Date)

District Board of Education Approval and Comment Form

Date Plan Received: _____

Date Plan Reviewed: _____

Date Plan returned for revision: _____

Date Plan accepted: _____

District: Freehold Borough Schools Code: 1640

County: Monmouth Code: 25

	Completed Yes	Completed No	Comments
Section 1: District Profile a. District profile sheet b. LPDC signoff sheet c. Board of Education approval form			
Section 2: Needs Assessment a. Current assessment of mentoring program b. Current needs of district mentoring plan			
Section 3: Vision and Goals a. Mentoring program vision b. Mentoring program goals			
Section 4: Mentor Selection a. Guidelines for selection of mentors b. Application process and criteria for selection of mentors			
Section 5: Roles and Responsibilities			
Section 6: Professional Learning Components for Mentors			
Section 7: Professional Learning Components for Novice Teachers			
Section 8: Action Plan for Implementation			
Section 9: Resource Options Used			
Section 10: Funding Resources			
Section 11: Program Evaluation			

Needs Assessment

A needs assessment is a systematic tool used to appropriately assess gaps and needs within the mentoring plan. A needs assessment will allow for the Freehold Borough Public Schools Mentor program to accurately deliver effective and informative mentorship to our mentees and better prepare our novice teachers for their role in our district. Through the needs assessment we will gauge the needs of our incoming staff member and plan our program to address their needs. The needs assessment will be completed at the start of a school year and shared with important stakeholders including mentors and administration. A mid year needs assessment will assess how mentees feel about the program and gauge their needs after being in the program for a few months. Lastly, an end of the year survey will be sent to mentors and mentees. This assessment will be completed at the end of each school year as part of the program evaluation to help construct a more effective plan for the upcoming school year.

This assessment will be completed at the end of each school year as part of the program evaluation to help construct a more effective plan for the upcoming school year.

- Needs Assessment Survey (sent out to mentees in September)
- Mid Year Needs Assessment (sent out to mentees and mentors in February)
- End of the Year Survey (sent out to mentees and mentors in June)

The stakeholders will use a survey based plan as their qualitative data, because it is the most effective way to collect anonymous data from our mentees and mentors based on individual experiences. Using a survey will allow the participants to provide open and honest feedback about their experiences and any shortcomings in terms of their needs and expectations of the program. This data will help bridge the gaps and reshape the program for the next school year.

- Data collection process and data analysis
  - Teacher effectiveness based on observations
    - Evaluate mentee and mentors
  - Teacher Retention Rates

For the collection of quantitative data the stakeholders chose to highlight teacher effectiveness for the mentees and mentors and teacher retention rates. Having two types of data will help the needs assessment be diverse and bring about different perspectives of our needs from different lenses. We aim to make sure that both mentees and mentors are working at a high level of effectiveness and are prepared and supported throughout the program. The data analysis will help to mold a program for the upcoming year that will better suit the needs of the mentees and mentors.

Needs Assessment Survey

Mid Year Needs Assessment Survey

End of Year Mentee Survey

End of Year Mentor Survey

End of the Year Survey for other new staff

Vision and Goals

Rationale:

The Freehold Borough Schools have developed this mentor plan for novice teachers to meet the statutory requirements for Provisional Teachers, Administrative Code (6:11-4.3, 6:11-13, 6:ll- 13(d)). The purpose of this mentoring program is to provide new teachers the opportunity for ongoing support, collegial conversations, supervision, and evaluation by a professional support team. The support team consists of a mentor, school leaders, and district administrators.

Vision:

The Freehold Borough Schools induction program will provide up to three years of structured assistance and support for novice teachers entering the teaching profession. This support will assist the novice teachers to enrich their skills and knowledge as they begin their teaching career.

The support given to novice teachers to assist in their advancement runs from the first pre-service on through the first two years of teaching. The support is provided using mentors, professional development, and administration.

Goals:

- To enhance teacher knowledge and use of exemplary instructional strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement.
- To identify exemplary teaching skills and research-validated practices necessary to acquire and maintain excellence in teaching.
- To assist novice teachers in the performance of their professional duties as they embrace the challenges of teaching.
- To encourage novice teachers to reflect on their practices as part of their professional development

Mentor Selection

The Mentor selection is aimed to enhance the selection process of our mentors within the Freehold Borough District. By creating a cohesive and in depth selection process we can ensure that all of our mentees will receive an effective mentorship. We believe that a successful partnership starts with a prepared, knowledgeable, and capable mentor.

Requirements of a Mentor Candidate:

- Prerequisites
  - Experience
    - All Mentor Candidates should have at least 3 years teaching experience, and have actively taught within the district for the entirety of the previous school year.
      - If served as a previous mentor and missed a portion of the prior school year for district approved leave, eligibility for mentorship will be at the supervisor's discretion.
    - Teacher Effectiveness
      - All mentor candidates should have been deemed highly effective or effective for the previous two school years.
- Criteria/Requirements
  - 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 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 Freehold Borough 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 is willing to attend district mandated mentor training.
  - The teacher accurately completes the Mentor Application Forms

Prerequisites will encompass the teacher's experiences and their effectiveness within their practice. The prerequisites will be mandatory and will be required as a prior condition to be considered as a mentor.
Criteria and Requirements will then in turn highlight the expectations and mandates of all the mentor candidates upon selection for mentorship.

Mentor Application

Part A. Mentor Teacher Application

I am interested in being considered for the position of a mentor teacher in the district's mentoring for quality induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance.

Name: _____

1. What specific personal and professional qualities would you bring to mentoring a novice teacher?

2. How are you keeping current with your own professional development? What steps are you taking to be up to date on issues of curriculum and assessment?

3. What do you hope to gain by becoming a mentor?

Signature:_____Date: _____

Part B. For Office Use Only
Local Professional Development Committee's (LPDC) comments:

Part C. Principal's Mentor-Novice Teacher Match

School: _____

Principal's Name: _____

I have selected**(name of mentor)** _____
who currently holds the position of **(subject/grade)**_____
to serve as a mentor teacher **(name of novice teacher)**_____
who has been appointed to the position of**(subject/grade level)**_____
_____

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

Roles and Responsibilities

The Freehold Borough Public Schools have several stakeholders who participate in the district's mentoring and induction program. The focus of the roles and responsibilities is to ensure that mentors and mentees are provided with the training and support they need to successfully complete the mentoring program.

The stakeholders in the mentoring program include but are not limited to the Board of Education members, School Leaders, School Improvement Panel (ScIP), mentors, and mentees.

Roles and Responsibilities of the Board of Education

- Provides funding for the district mentoring program
- Reviews and approves the district's induction program and mentoring program
- Reads articles to understand the latest research on mentoring new teachers

Roles and Responsibilities of the School Leaders

- Inform novice teachers about the mentoring program and the New Jersey Provisional Teacher Program
- Select mentors based upon application criteria
- Matches mentors and novice teachers considering years of experience, teaching assignment, proximity, and personality
- Respects the confidentiality of the mentor-novice relationship
- Contributes to the ongoing program evaluation by communicating in the form of feedback
- Supports and encourages qualified teachers to apply to become mentors
- Supports the mentor-novice teacher relationship by scheduling time to plan together, observe each other, and conference
- Becomes knowledgeable through training about the components of the mentoring and induction program
- Actively participates in orientation and other workshop sessions for novice teachers
- Creates and supports a professional learning community that enhances the mentor-novice teacher relationship

Roles and Responsibilities of School Improvement Panel (ScIP)

- Each school is required to form a School Improvement Panel (ScIP) whose role is to ensure, oversee, and support the implementation of the district's evaluation, professional development, and mentoring policies at the school level.
- The principal has final responsibility for the ScIP membership but must consult with the local association representative in determining a suitable teacher to participate. Teachers

serving must have earned a rating of Effective or Highly Effective in the most recent evaluation.

- Oversees the mentorship of new teachers at the building level.
- Identifies critical needs of new educators.

Roles and Responsibilities of the Mentee

- Attends comprehensive orientation to district policies and procedures.
- Participates in one full school year of 1-1 mentoring form the beginning of assignment, prorated for part time teachers.
- Devotes time before school, after school, or during free time within the school day to meet with the mentor teacher.
- Meets with mentor at least once per week and comes prepared with questions and concerns to be addressed during the meeting.
- Attend monthly mentee meeting with Mentor Coordinator after school and participate in collaboration with the other novice teachers.
- Engages in self-assessment under the guidance of mentor.

Roles and Responsibilities of the Mentor

- Devote time before school, after school, or during free time within the school day to meet with the novice teacher.
- Hold a minimum of two informal meetings each week to discuss the new teacher's questions, needs, and experiences.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching techniques (this may include demonstration lessons).
- Visit the novice teacher's classroom for the purpose of non-evaluative observation and the provision of feedback, coaching, and support.
- Be accessible for informal support, consultation, and orientation of the novice teacher about district and school policies, procedures, and expectations.
- Keep a log of times and dates of all contacts with the novice teacher using the district form. The mentor and novice teacher must sign the log at the end of the mentoring experience. The completed signed log must be submitted to the building principal before payment of the mentor fee will be authorized.
- Create and continuously document growth towards mentor/mentee goals.

Qualities of Effective Mentors

Attitude and Character

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practice
- Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and open-minded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter
- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Maintains a network of professional contacts
- Understands the policies and procedures of the school, district, and teachers association
- Is a meticulous observer of classroom practice
- Collaborates well with other teachers and administrators
- Is willing to learning new teaching strategies from novice teachers

Communication Skills

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that prompt reflection and understanding
- Offers critiques in positive and productive ways
- Uses e-mail effectively
- Is efficient with the use of time
- Conveys enthusiasm and passion for teaching
- Is discreet and maintains confidentiality

Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a novice teacher's emotional and professional needs
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others
- Is patient

Source: Creating a Teacher Mentoring Program (p. 8), National Foundation for the Improvement of Education (NFIE), Fall 1999, Washington D.C.: NFIE. Reprinted with permission.

Roles and Responsibilities of Novice Teachers

To increase the retention of qualified novice teachers, the responsibilities of the novice teacher might include, but are not limited to the following:

- The novice teacher will meet on a regular basis with his/her mentor for a review of classroom practices and management concerns.
- The novice teacher will attend monthly teacher roundtables/workshops.
- The novice teacher will keep a personal reflection journal to share with the mentor. The journal will serve as a basis for discussion and problem solving.
- The novice teacher will take advantage of release time offered to observe mentor and other tenured teachers.
- The novice teacher will actively participate in professional reading of pedagogical literature of specific relevance.

Mentoring is...

- A relationship in which the mentee takes active responsibility for his/her own learning and development and the mentor serves as facilitator of that growth.
- A relationship built on the history, experience, and knowledge of both partners.
- A relationship in which the mentor facilitates the mentee's growth and development by asking thoughtful, thought-provoking questions.

Mentoring is not…

- A relationship in which the mentee passively receives instruction from the mentor.
- A relationship in which the mentor tries to mold the mentee into a version of themselves.
- A relationship in which the mentor solves the mentee's problems for him or gives him all of the answers.

Skills Needed by the Novice Teacher

As a novice teacher you must be an active participant in your mentoring experience. You are responsible for your growth and development as a teacher. Your mentor, the induction program and the district help to facilitate your ability to grow, but you must actively practice some particular skills, including:

- **Setting goals**
  Mentoring is not passive, it's active. Work towards defined goals.
- **Active listening**
  It is the difference between just hearing words and really listening to the message.

- **Receiving and responding to feedback**
  Feedback no matter how much we ask for it can be difficult to receive. Commit to actively listening to constructive criticism as well as commendations.
- **Taking initiative and ownership of your own development**
  Remember that you get out of a relationship what you put into it. Ask for what you need.
- **Building effective relationships**
  Willingness to trust, be honest with, and work on building a relationship with this new person in your life.
- **Reflection**
  This year is about your journey. Use the journal you were given and write down your thoughts, feelings and ideas. You don't have to share, but what you write may inspire thoughts about topics you might want to discuss with your mentor or other teachers.

Learning these skills, if you don't already have them, is all a part of the induction and mentoring program. Take advantage of it! Make effective use of your mentor, as well as supports put into place to guide you through your first few years here in Freehold Borough.

There are three phases to a mentoring relationship and each requires a certain focus.

The Beginning – You work on getting to know each other, setting goals for your relationship and agreeing on commitments and expectations.

The Middle – Ongoing goal planning, creating action plans, taking action, reflection on outcomes. Relationship develops and growth occurs.

The End – The year is reflected on, the relationship redefined, achievements are evaluated and accomplishments are celebrated.

Mentoring Partnership Agreement

The purpose of a Mentor/Mentee Partnership Agreement is to come together to create well defined goals. A partnership agreement is not only a form of contract, but an activity to assist you in making the most of your time involved in the mentoring arrangement.

The Mentor and Mentee will agree to the following:

- Create Mentor/Mentee Goals
- Goals must be realistic and flexible
- Mentor/Mentee Goals must be concrete, specific, and challenging
- The Mentor/Mentee Goals must contribute to the Mentee's growth and development.

How to define if the Mentor/Mentee goal is realistic:

- Will the goal be challenging for the mentee?
- Is this a goal concrete and specific?
- Will this goal require the mentee to make a personal investment of time, energy, and effort?
- Will this goal contribute to the mentee's growth and development?
- Does this goal require constructive feedback and candid conversation?
- Is this goal achievable within the timeframe of this relationship?
- Will the mentee feel a sense of pride and satisfaction in accomplishing this goal?
- Is this goal in the mentee's best professional and personal interests and the best interests of the organization?

Mentor/Mentee Partnership Agreement Goal Organizer

Based on Marzano Focus Teacher Evaluation Model, create Mentor/Mentee goals: Choose two goals from the **Action Plan for Implementation.**

_____

_____

_____

After first 2 marking periods, reevaluate above goals and revise, edit or add additional goal below:

_____
_____
_____
_____

- Meet regularly according to the Roles and Responsibilities found in the Mentoring Plan.
- Maintain confidentiality in Mentor/Mentee communication, evaluation results, and/or professional/personal concerns.
- Commitment
    - Time
        - Mentor 1:1 weekly, alternating monthly District Mentor meetings: flexibility to meet as needed
        - Mentee 1:1 weekly, monthly District Mentor meetings or ½ Day PD Session: flexibility to meet as needed
    - Focus on Mentor/Mentee goals, concerns, reflection and feedback
        - Consider meeting norms
        - Create agenda for meetings to include goals, concerns, reflections, and feedback to be recorded in Mentor Log
- Professionalism
    - See *District Handbook* on procedures and policies

We, as mentor and mentee, agree to meet regularly as stated in the Mentor Plan set by the district.

We, as mentor and mentee, agree to reevaluate this document and revise, edit, or add Mentor/Mentee goal after the first 2 Marking Periods have concluded.

We, as mentor and mentee, agree to be responsible and respectful of our designated roles in the Mentor Plan.

_____ _____

Professional Learning Components For Mentors

In compliance with N.J.A.C. 6A:9C-3.3 Professional Standards for Teachers as listed below, mentors will be required to complete a comprehensive Mentor Teacher Training Program provided by the district.

Throughout the year, this training will be provided by the district to assist mentors with the implementation of specific and concrete reflection, as well as, discussion strategies to promote the novice teacher's ability to facilitate student achievement.

Mentors will be required to attend 6 additional hours of professional development necessary for the implementation of the Standards for Professional Learning listed below.

6A:9-15.3 Standards for Professional Learning

(a) Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:

1. Learning communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
2. Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;
3. Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning;
4. Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
5. Learning designs: Integrates theories, research, and models of human learning to achieve its intended outcomes;
6. Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change; and
7. Outcomes: Aligns its outcomes with educator performance and student curriculum standards.

(b) The standards in (a)1 through 7 above shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of professional development.

http://www.state.nj.us/education/profdev/regs/pddef.pdf

The Mentor Teacher Training Program shall align with N.J.A.C6A-9-3.3 Professional Standards for Teachers. As a result, mentors should focus on 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;
- **Critical dispositions**: the habits of professional practice that underlie the performances and knowledge and play a key role in how teachers practice.

Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary 16individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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.

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.

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 Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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.

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.

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

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

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.

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.

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

http://www.nj.gov/education/code/current/title6a/chap9.pdf

Professional Learning Components For Novice Teachers

The Freehold Borough Public School District will provide professional development which targets novice teachers and seeks to provide them with ongoing support. The district is committed to providing a comprehensive mentoring program that is:

- Systematic
- Collaborative
- Reflective
- Rich with discussion, debate, problem posing and problem solving
- A real world balance of theory and practice

The district will provide this professional development through monthly mentor meetings concentrating on suggested themes found in the Mentor/Novice Teachers Topics by Month.

2025-2026 Mentor/Novice Teacher Meeting Schedule
Meetings will take place before or after school hours. Dates are flexible and can be changed based on availability. Location: TBD

New Teacher Orientation: August 27-28th.

If needed, ½ Day Professional Development as well as after school meetings will be provided. The dates and locations will be determined and announced at the start of the **2025-2026** school year.

In addition, novice teachers will be responsible for having conversations, dialogue, reflective writing, and collaborative problem solving. These must become practices that encourage novice teachers to challenge assumptions, gain insights and build leadership capacity. The expectation is that the novice teachers will feel a sense of accountability for student learning and be willing to not only take individual responsibility for identified problems but also take on the collective responsibility for solving them.

Mentor/Novice Teacher Suggested Topics by Month

(These topics will be included in a mentoring calendar given out to mentors & mentees)

September Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees

- Introduce novice teacher to staff (don't forget secretaries and custodians!)
- Show the novice teacher how to use the copier and how to handle other office supplies
- Help the novice teacher obtain supplies
- Familiarize the novice teacher with building policies
- Discuss building arrival and dismissal routines including door and bus duty
- Assist the novice teacher with submitting lesson plans
- Set up regular weekly meetings for the remainder of the year
- Ensure the novice teacher has a copy of all curriculum
- Assist novice teacher in planning for "Back to School Night"
- Discuss special needs of students and review IEPs and 504 plans
- Review how to access IEP information
- Discuss the importance of seeing school nurse for medical information on children in class
- Assist novice teacher with organizing his/her classroom to best address the needs of the students
- Assist novice teacher with establishing routines for attendance, homework, and rules
- Assist novice teacher with establishing a set of goals for the first month of school
- Provide information about preparing substitute plans
- Review assessment strategies (formal and informal) as well as grading procedures. Explain benchmarks and district/state/national assessments and timelines
- Discuss information communication with parents (appropriate emails, phone calls, meetings in hallway) Keep a log of all communications. Explain school policies in regard to this.
- Assist novice teacher in preparing PDP throughout the year. Discuss the importance of keeping a paper trail and accurate of PD hours
- Discuss novice teacher concerns
	- Familiarize yourself with the building: staff lounge, bathrooms, fire exits, mailbox, copy machine, student files, book room, nurse's office
	- Organize materials and create a filing system for curriculum, assessment, and student materials.
	- Design a "wish list" of supplies and an orientation letter or brochure to send home with students the first day
	- Make sure the technology including all nece computer programs are working properly. Also sure all their equipment is in the classroom and in working order.
	- Review Contract and Staff Handbook
	- Familiarize yourself with lesson plan template and where to upload them
	- Start the GCN Training (Due on Oct. 1st)
	- Map out the first week
	- Begin to think about baseline data you will collect on your students to help chart growth as well as planning out future goals/SGO/SGP.
	- Create a daily list of questions to ask your mentor during daily/weekly meetings- No question is silly!
	- Obtain and review IEP and medical information of students
	- Update your teacher webpage
	- Determine stance on grading, homework, and student expectations
	- Review technology resources- meet with the school's TIM (technology implementation mentor) to assist you with access and knowledge of Genesis, Clever, Google apps, etc.
	- Review emergency building procedures including fire drills/lock downs (discuss these procedures with your students as well).
	- Review procedures to call out sick or submit personal day forms
	- Read cumulative files on all students
	- Plan for Back To School Night
	  - Design General Meeting Outline
	  - Classroom Displays
	  - Create Hand-Outs

October Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees
For new teachers, after the anticipation of the first couple of weeks subsides they often reach a phase of survival. The survival phase is often a product of information overload. In the first month or so of teaching there are so many firsts that they often don't know if they are coming or going. So during this month, your mentee will need some extra attention, please take a moment to discuss the following topics and any thing else that may be on your mentee's mind. - Discuss procedures for parent teacher conferences and best practices - Review how to prepare report cards and five week notices - Monitor classroom management techniques - Discuss teacher evaluations - Develop behavior modification strategies (using notes taken in September) - Manage completion of instructional tasks (time management especially during Math and Language Arts - Discuss importance of being aware of cultural differences especially in relationship to holidays - Analyze lesson plans (especially the writing of objectives and use of NJSLS, etc.) - Assist novice teacher in planning his/her first formal observation - Discuss comfort level with curriculum and where extra assistance might be necessary - Discuss struggling students and and identify interventions that may be effective. Discuss if they are possible referrals to I&RS, Child Study Team - Discuss 10 week evaluation - Discuss novice teacher concerns - Assist in creating an SGO/SGP with your mentee. - Review benchmark data and set goals with mentee - Discuss school holiday/function policies (parties, dances, food, activities) and best practice for these events	- Review technology resources- meet with the school's TIM (technology implementation mentor) to assist you with access and knowledge of Genesis, Clever, Google apps, etc. - Check to make sure your emergency lesson plans are in place. Ensure that you have 2-3 days just in case. - Review Marzano guidelines and talk to your mentor about formal observation. - Review how your classroom management & discipline plans are going. - Review progress reports and grading. - Ensure student information files are being kept so they can be shared in November's Parent/Teacher conferences. - Ensure you have received proper documentation or access to necessary information for special education students, students with 504s, or are provided with other special services. - Review standards, curriculum, pacing guide for first quarter - SGO- Review your SGO/SGP with your mentor. SGOs are due this month. - Stay current with record keeping - Will your class be celebrating Halloween? Are there students who don't celebrate? School policy on non-participating students. - Review grade reporting system & how grade reports will be distributed to parents

November Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees

The months of November and December often bring about a lot of stress in a person's professional and personal lives. In addition to the list below, take some time to share with your mentee times currently or from the past which did not work out as you had planned and some of the strategies you used to get past them. Don't forget to highlight some strengths that you've observed!
 	
- Discuss any potential difficult conferences & suggest support personnel that might attend the conference
- Share with one another your parent teacher conferences experience.
- Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive.
- Share "tricks of the trade" to get through the upcoming weeks and preventing burnout.
- Discuss district and school holiday events and local happenings.
- Discuss feedback received from administrative team
- Review how students are responding to instruction & classroom climate
- Review how to prepare report cards
- Review behavior modification strategies
- Manage completion of instructional tasks (time management especially during Math and Language Arts)
- Analyze lesson plans (especially the writing of objectives and use of NJSLS, etc.)
- Discuss Domain 2: Planning and Preparation with new teachers.
	- Plan for Parent-Teacher Conferences
	  - Design general meeting outline
	  - Collect student work samples
	  - Create handouts
	  - Access Genesis calendar to see which parents scheduled a conference.
	  - Create paper trail for students of concern- paperwork that can assist in referrals and/or future meetings.
	- Discuss any potential difficult conferences
	- Discuss & share how parent teacher conferences went
	- Plan lessons that maintain student interest during holiday disruptions
	- Appraise instructional pacing
	- Discuss concerns with mentor.
	- Discuss comfort level with curriculum and where extra assistance might be necessary
	- Monitor classroom management techniques
	- Discuss concerns/successes of students.
	- Complete needs assessment from mentor coord to assess future mentee PD sessions.

December Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees
The months of November and December often bring about a lot of stress in a person's professional and personal lives. In addition to the list below, take some time to share with your mentee times currently or from the past which did not work out as you had planned and some of the strategies you used to get past them. Don't forget to highlight some strengths that you've observed! - Discuss procedure for snow day/delayed starts - Explain procedures for retaining students - Discuss feedback received from Administrative team (if any) - Discuss upcoming observations and formal observations, walk-through, etc - Discuss the importance of rejuvenation activities during Winter Break - Discuss how to handle parents after report cards - Discuss appropriate ways to conduct lessons regarding holidays and inform novice teacher of building principal's preferences - Write short notes of reinforcement and support - Conduct informal observations and conferences - Discuss novice teacher concerns - Discuss the process of I&RS and help mentee prepare the required documents if he/she has one or more students who need to be referred.	- Prepare report cards/progress reports. - Reflect and plan for remainder of semester - Brainstorm and share ideas in how to plan meaningful and engaging activities for the days prior to winter break - Review report cards/progress reports to send home.

January Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees
Winter break provides everyone a chance to step away from the day to day and get a chance to rejuvenate the spirit. For your mentee this gives them a chance to catch their breath and find new promise in the career path they chose. Your mentee will return with new hope now that they have completed the first ½ of the school year. Often you will find that your new mentee has emerged from survival mode has started looking more at long term teaching strategies, becoming more focused on curriculum, and has a sense of being more organized. Your mentee will start reflecting on their practices from the first half of the year and may make adjustments to their classroom procedures. Your mentee has made it to the top of the hill and can see where they need to go from here. Please make sure you discuss the topics below during your mentor/mentee meeting this month. - Assist mentee in developing systems for monitoring progress and being aware of students who may be in danger of failing. - Discuss upcoming observations and formal observations, walk-throughs, etc. - Discuss how to prepare students for upcoming testing - Examine how and if novice teacher is establishing positive relationship among students and teachers - Review teaching experiences that novice teacher has encountered - Discuss highlights, evaluate growth experiences, celebrate successes - Review IEPs 504s and any relevant documentation of special needs of students - Continue informal communications on a weekly basis - Review experiences and evaluate current success of mentor/mentee with Mentor Coordinator, identify any modifications needed - Discuss common assessment practices including testing procedures and testing ethics - Revisit classroom management strategies. Some new teachers need some fresh ideas or need to refocus their management efforts	- Hold an extensive review of the pacing guides/ curriculum guides and help NT make necessary adjustments. - Focus on individual students - Implement new strategies - Discuss with mentor in developing personal goal or professional development plan for second semester. - Contact parents of struggling students - Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc. Remember these can be to acknowledge something a student is doing right or well, not always as means to correct a behavior or discuss a concern (review district policy on parent communications) - Self-evaluate and reflect on your first half of the year teaching experiences.Discuss changes new teacher would like to make for the second half of the year

February Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees
February often brings about a sense of exhaustion from the students and staff. The affects of the winter blahs start sinking in and people are starting to look forward to spring. During this time it is important to check in with your mentee to make sure they are able to keep what they are feeling right now in perspective. One way you can help them is to have them reflect on positive changes they made throughout the year. Also point out that they should focus on how much they have learned about being an educator over their short time in this position. This should help them see the big picture instead of the one or more puzzle pieces they are still trying to figure out. In addition, there are some topics below concerning items they need aware of. - Remind mentee of the expectation that he/she incorporate Marzano strategies into daily instruction. - Discuss upcoming testing (state or district testing, etc.) for requirements, procedures & documentation of accommodations has been done for designated students - Discuss learning resources to suggest to parents when ask how they can help support their student's learning - Review confidentiality policy of information - Discuss upcoming observations and formal observations, walk-throughs, etc - Review and discuss district office staff roles, departments, and support services - Share literature, research readings, and professional journals - Discuss use of community resources, such as guest speakers and field trips - Review report card procedures - Discuss learning resources to suggest to parents when ask how they can help support their student's learning. - Do something to acknowledge your mentee for something wonderful they have done or something they worked hard to accomplish.	- Complete long-term planning for remainder of year - Self-evaluate and reflect on teaching performance - Implement new strategies - Check on certification or licensure status - Review Marzano Domain 3: Reflecting on Teaching - Meet with TIM to reflect on use of technology and what programs might assist in your classroom.

March Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees

- Discuss novice teacher's concerns and needs.
- Review professional organizations and encourage involvement
- Reinforce behavioral modification strategies
- Work on peer-based relationship with novice teacher before spring break
- Review parent teacher conference procedures and report card comments
- Review implementation of Professional Development Plan(PDP) including district required 6 hours.
- Discuss progress of students and benchmarks in preparation for standardized tests
- Discuss any recent evaluations/observations.
- Explain standardized testing information with new teachers.
- Discuss Domain 4 with new teachers: Collegiality and Professionalism.
- Discuss upcoming parent teacher conferences.
	- Review testing schedule, testing procedures & suggestions for conducive testing environment
	- Review accommodations for designated state and district testing students prior to testing dates.
	- Review PD Hours and ensure that you are close to or have completed the district's required 6 hours.
	- Become aware of professional organizations in your discipline or area of interest.
	- Look for upcoming workshops, classes, professional development opportunities
	- Review data and paperwork for struggling students to be shown at parent/teacher conferences.
	- Plan for Parent-Teacher Conferences
	  - Design General Meeting Outline
	  - Collect Student Work Samples
	  - Create Hand-Outs
	  - Access Genesis Calendar to see which parents scheduled a conference.
	- Complete needs assessment from mentor coord to assess future mentee PD sessions.

April Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees
April brings to the school new challenges for all new teachers. Students are shedding their heavy clothing, the winter blahs are starting subside, and spring fever starts to set in. Students are spending less time focused on what they can be doing in the classroom and more time thinking about the approaching summer or spring break trip. Keeping a student who has always been motivated focused on the task at hand becomes a huge challenge even for the most seasoned veteran. Your mentee may face new frustrations and need to lean on you again at this midpoint in the semester. In your weekly meeting please take time to discuss the topics below and any other topics you or your mentee may find important. - Discuss procedures for end of year events, ordering, field trips, etc. - Review information from meetings for clarification, etc - Discuss testing procedures - State Standard Testing - District Benchmarks - Discuss rehire process/reduction in force - Discuss novice teacher concerns - Discuss their evaluations. - Discuss continuing partnerships with parents through communication - Discuss your observations of your mentee's classroom. Remember to keep criticism constructive, highlight improvements and things they do well, and provide references to people, websites, or books which may assist them in preparing for next year - Help new teachers understand the importance and benefits of examining student work samples for "next-step" instructional planning.	- Review upcoming district and building events - Review curriculum and scope and sequence and plan out the next few weeks. - Plan active, motivating lessons to combat spring fever

May Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees
The end of the year is quickly approaching with still so much to do. Your mentee is probably feeling a great sense of relief and success for they survived the year as an untenured teacher. During this time take a moment to celebrate both your guidance as a mentor and the growth your mentee has made. May and June are great times to reflect on what happened over the course of the year and build anticipation for a great year to come. During your final meetings this year with your mentee make sure you also find time to discuss the topics below. - Make sure mentee is aware of ordering procedures for the upcoming year - Discuss procedures for closing up the end of the school year—room preparation - Give suggestions for keeping momentum and interest for students. - Review cumulative folder procedures - Discuss plans for students being promoted(class lists) - Explain how to order supplies for next school year - Discuss novice teacher concerns - District and building level end of the year activities - School traditions for the end of the year - Set aside time to reflect with new teachers. It is important for the beginning teacher to self-assess their areas of strength and areas for growth. - Help new teacher assess new priorities for professional development. - CELEBRATE the accomplishments of first-year teachers.	- Begin to plan and order supplies for next year - Network with colleagues - Evaluate overall student performance - Evaluate, reflect, and pursue professional development - RECOGNIZE formal (and informal) mentors. - Consider ideas for last weeks of school that engage students in meaningful activities - Prepare for final report cards

June Suggested Talking Points to Cover During Mentor/Mentee Meetings

Mentors	Mentees
- Review check out procedures. - Look at next year's calendar. - Make sure you share summer contact information just in case. - Cover how to mark final grades and what to do with corrected exams. - Encourage new teacher to write thank-you notes to parents/staff who helped make this year successful. - Complete feedback survey on the mentor program. Celebrate the year! - Discuss mentee concerns - Review year's events - Discuss tips for packing up classroom - Communicate with principal/supervisor regarding 30 week evaluation - Discuss report cards, cumulative folders, fines due before report cards can be administered - Meet with Staff Development Coordinator to evaluate mentor program - Identify goals for next year	- Complete feedback survey on the mentor program. - Prepare report cards - Reflect on personal & professional goals - Collect artifacts for professional growth - Review overall performance rating from administration and implement next steps - Celebrate the year!

Mid Year Staff/Leave Replacement Checklist & Talking Points

It should be noted that not all new staff start at the beginning of the school year and as such a check list has been provided below to ensure an easy transition into their position.

1. Prior to the start of their position, the district mentor coordinator(s) will contact the following people to let them know about the new staff member:
    a. Building principal and any other applicable administration
    b. Building secretary
    c. Director of Curriculum
    d. Technology Department
    e. Technology Implementation Mentors
    f. School Webmaster
    g. Team Leader (if applicable)

2. The Mentor Coordinator(s) will ensure that the following meetings take place:
    a. Meet with the principal:
        - Staff Attendance Sign-In
        - Lesson Plan (due date etc)
        - Sub Plan requirements (exemplar)
        - Protocol for drills
        - Staff Handbook (Duties, Faculty Meetings, etc): How to conduct your duty, expectations
        - Frontline (Aesop): know your login to access from home
        - RTI Workbook
        - Genesis (Building Grading Policies)
        - Building Tour
        - Identify "Go To" Staff (Counselors, Team Leaders, TIMS, etc)
        - Professional Development Hours/Reflection
        - Dismissal Procedures
    b. Meet with the building secretary:
        - to get information on ordering
        - copying codes
        - mailbox information
        - school schedule
        - daily tasks needed from the main office.
    c. Meet with the Director of Curriculum:
        - Observation Schedule
        - Curriculum Documents
        - Teacher Resources (Teacher Editions)
        - SGOs (if applicable)
    d. Meet with the Technology Department:
        - to receive district provided teacher laptop
        - get connected to district wifi and printers
        - obtain a lesson plan folder via google drive
        - district email/password

e. The school's webmaster should also create a teacher page for the staff member. The TIM or Webmaster can meet with the teacher to get their teacher page set up.
f. Meet with District Mentor Coordinators to answer any questions staff member may have.
g. Meet with building TIM:
    - Review help desk, genesis, clever, digital resources, Google Apps
h. Meet with the team leader (if applicable) to help transition into the classroom and answer any grade level content questions.

Monthly Mentor/Mentee Communication Logs

Mentor_____ Bldg._____

Novice Teacher_____

Bldg._____

Date	Time Spent	Activity Discussed	Topics	Initials	Comments (Optional)

Action Plan For Implementation

In accordance with the mentoring regulations specified in the NJAC 6A:9-8, novice teachers will be assigned a mentor after they have been board approved for a teaching contract in the Freehold Borough Public Schools. Initial Mentor Training will be held in the summer prior to the school year during the New Staff Orientation.

- For the traditional route novice teacher, there is a requirement of 30 weeks of 1-1 mentoring. The mentor/mentee must meet at least once/week for the first four weeks of assignment.

- For the alternate route novice teacher, there is a requirement of 34 weeks of 1-1 mentoring, with additional supports in the first four weeks. The mentor/mentee must meet at least once per week for the first eight weeks of assignment.

- Mentors and Mentees will complete Pre and Post surveys to assist in the evolution of the Mentor and Induction Program.

<u>GOAL 1</u>: To enhance teacher knowledge of the New Jersey Student Learning Standards (NJSLS) in order to facilitate student achievement.

What will this look like in action?

- Review of student learning standards
- Review Curriculum
- Targeted PD
- Providing content related resources
- Lesson Studies (mentor/novice teacher)
- Marzano Focus Teacher Evaluation Model

How will we know we have accomplished the goal?

- Comprehensive Lesson Plans
- Formative/Summative Assessments
- Observations and Walkthroughs (Half Day PD)
- Access (ELLs)
- District Assessments
- Informal Observations

<u>GOAL 2</u>: To identify exemplary teaching skills and research validated practices necessary to acquire and maintain excellence in teaching.

What will this look like in action?

- Formal/informal observations-administration and peers (PD)
- Modeling lessons-instructional techniques

- Using data to drive instruction- Data Analysis Day
- Providing resources (Articles- Research Based)

How will we know we have accomplished the goal?

- Observations/Walkthroughs
- Formative/Summative Data
- Student engagement/growth
- Classroom Management

GOAL 3: To assist and support novice teachers in the performance of their professional duties as they embrace the challenges of teaching.

What will this look like in action?

- Shared/structured meeting time
- Observations
- Clear expectations/communication of expectations
- Open line of communication/trust
- Socialization of school culture

How will we know we have accomplished the goal?

- Surveys (pre and post)
- Observations
- Mentor Log
- Journal Writing

GOAL 4: To encourage novice teachers to reflect on their practices as part of their professional development.

What will this look like in action?

- Comprehensive mentoring plan
- 3-tiered reflection: self; peer-to-peer; post observations
- Monthly mentor meeting
- Lesson studies/peer observation
- Videotaping
- Google Classroom

How will we know we have accomplished the goal?

- Mentor Logs
- Self-reflection
- Professional Development Plan (PDP)
- Journal Entries
- Reflection, Group Discussions

Resource Options Used

Novice and mentor teachers receive the following professional materials:

Breaux, E. (2003). *101 "Answers" for New Teachers and their Mentors.* Larchmont, NJ: Eye on Education.

Marzano, Robert J. (2012). *Becoming a Reflective Teacher*. Bloomington, IN: Marzano Research Library.

Marzano, Robert J. (2013). *Using Common Core Standards to Enhance Classroom Instruction and Assessment*. Bloomington, IN: Marzano Research Library.

Marzano Center: Teacher and Leadership Evaluation Administrator/Observer Track Training Binder (district produced)

New Jersey Mentoring for Quality Induction

Toolkit New Jersey Professional Standards for

Teachers New Jersey Standards for

Professional Learning

Stonaker, Lewis E. (2007). *Getting the Most Out of Your Mentoring.* Indianapolis, IN: New Teacher Advocate: Kappa Delta Pi.

*Additional teacher journal articles and hand-outs are provided to supplement the curriculum and spark discussion, questions, and reflection.

*Experienced teachers, supervisors, and administrators also serve as valuable resources for the workshop sessions and panel discussions.

Getting the Most Out of Your Mentoring

A broad base of agreement exists for the idea that beginning teachers need support during their transition into professional practice (Brighton, 1999; Feiman-Nemser, Carver, Schwille, and Yusko, 1999; Huling-Austin, 1992; Little, 1990; Moir, Gless, and Baron, 1999; Odell and Huling, 2000; Stansbury and Zimmerman, 2000; Tellez, 1992).

School districts across the country provide mentors for novice teachers. As a new teacher, you **can** make the mentoring experience a positive one!

Here are 7 tips to make the most of your mentoring program:

Take an active role in meeting with your mentor on a regular basis. You and your mentor should take responsibility for meeting regularly throughout the school year. Open up the lines of communication and don't be afraid to ask for time to meet when YOU need it most. Don't wait for your mentor to reach out to you. Inviting your mentor to lunch in your classroom or to go out after school are two ways to foster a positive mentor-protégé relationship.

Keep a personal reflection journal close by at all times to record concerns and questions. A journal is a great tool for generating discussion and problem solving when meeting with your mentor. Jot notes or questions you may have for your mentor. Create sections for instruction, management, and communications to help organize your questions and ideas. Take it with you as you travel around the building fulfilling duties and at home each night. Start meetings with your mentor by reviewing what you have written in your journal.

Observe your mentor and/or other veteran teachers as often as possible. Ask your mentor if you can observe during your prep period or lunch to watch him/her in action. Ask your mentor to help you reach out to other teachers to observe. See if your district has a *Teacher Exchange* program that allows you to spend a professional day observing veteran teachers.

It is extremely valuable to see other teachers in action. Remember to meet with the teacher you are going to observe before the class to discuss the lesson plan and to share with the teacher those strategies you are most interested in observing. Take informal notes in your journal on the lesson you observe and debrief with the classroom teacher after the observation.

Don't be afraid to share ideas you have with your mentor. Just because you are a new teacher doesn't mean you don't have worthwhile strategies that may be of value to a veteran teacher. Share lessons and activities that work for you with your mentor. Try designing a lesson together; two heads are better than one.

Ask your mentor to recommend a workshop that would be worthwhile for you to attend. Teachers must be life-long learners to be successful in today's classroom. Begin looking for professional development opportunities during your first year. Ask your mentor if he/she would be interested in attending a workshop with you. This will give you valuable time to strengthen your relationship.

Don't be afraid to ask that SILLY question. New teachers are expected to carry out the same

tasks and responsibilities as the veteran teacher from the first day of the school year. The easiest form of assistance to provide may also be the most helpful overall. Make a list of questions that need to be asked before the start of the school year such as "Where can I get a cup of coffee in the morning?" and "How do I get materials for my bulletin board?" If the question is one you need an answer to, it is important.

Celebrate successes with your mentor and don't forget to say "Thank You." Let the mentor know how things are going even when they are going well. Let him/her be a part of your accomplishments. Drop a note in a mailbox or email to let your mentor know that you appreciate all he/she is doing to make your year a success.

Remember that it takes two to form a mentoring team. Be sure to do your share and expect the same from your mentor. A high quality-mentoring program is everyone's responsibility.

Stonaker, Lewis E. (2007). *Getting the Most Out of Your Mentoring.* Indianapolis, IN: New Teacher Advocate: Kappa Delta Pi

Funding Resources

The Freehold Borough Public Schools has made a financial commitment in order to support the novice teachers. This funding includes the following:

- Money to purchase books to use for the workshop sessions and build the teachers' professional libraries
- Funds for attending out-of-district workshops
- Stipends for staff presenters for mentor workshop sessions
- General supplies for workshop sessions
- Release time for mentor and novice teachers to meet together and classroom visits
- Substitute coverage
- Funding for Literacy, Math Coaches, Outside Consultants
- Additional support materials for the mentor program
- Title IIA, ESSA funds to support mentor-novice supplies and programs

Program Evaluation

The Freehold Borough Mentoring Program will be evaluated for its effectiveness. Evaluation provides the information necessary to examine how well a program or initiative is being implemented and to determine whether that program is achieving desired results. With information from periodic and well designed evaluations, Freehold Borough Public Schools can direct resources where they are most needed and effective within their communities.

Key Considerations:

1. What do stakeholders want to be able to decide as a result of the evaluations? What changes do stakeholders see between the pre-and post-evaluations?
2. Who are the audiences for the information from the evaluation? Will the data be shared with administration? Mentors?
3. What kinds of information are needed to make the decision you need to make and/or enlighten your intended audiences? Will the data inform the current and future mentoring/coaching sessions? Will the data inform mentor selection?
4. From what sources should the information be collected? How will they be shared?
5. How can that information be collected in a reasonable fashion (questionnaires, interviews, examining documentation, observations, conducting focus groups among mentors/novice teachers)?
6. When is the information needed?
7. What resources are available to collect the information?

The ongoing evaluation process is based upon the following goals:

- Strengthen teacher knowledge and skills related to the NJSLA standards in order to enhance student learning.
- Identify best instructional practices to promote an excellence in teaching.
- Guide novice teachers in the performance of their duties.

We will evaluate the success of the Mentor Plan through the following assessment tools:

- Feedback forms-Mentor/Novice teacher surveys (see Needs Assessment)
- Formal and informal interviews
- Teacher retention rate
- Formal/Informal Observations