

2026 - 2027 District Mentoring Plan

Learning Today, Leading Tomorrow

Division of Academic Services

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Section I: District Profile

District Profile Sheet

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

Name of District Paterson Public Schools

District Code: 4010 County Code: 31

District Address: 90 Delaware Avenue
Paterson, NJ 07503

Chief School Administrator: Dr. Laurie Newell

Mentoring Program Contact: Santina Barca

Mentoring Program Contact Phone: 973-321-0681

Mentoring Program Contact E-mail: sbarca@paterson.k12.nj.us

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

☐ Other (specify): _____

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: **84 Teachers (P-3, K-6, P-12 CE Certs)**

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: **41 Teachers (P-3, K-6, P-12 CEAS Certs)**

Number of novice special education teachers with a standard license: **18 teachers with standard instructional and prov TOSD**

Number of Mentors: **58 mentors for the 25-26 SY**

District Board of Education Approval and Comment Form

Date Plan received: _____

Date Plan accepted: _____

District: Paterson Code: 4010

County: Passaic Code: 31

	Completed		Comments
	Yes	No	
Section 1: District Profile			
a. District Profile Sheet	✓		
b. Board of Education Approval Form			
Section 2: Needs Assessment	✓		
Section 3: Vision and Goals	✓		
Section 4: Mentor Selection	✓		
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	✓		

Section II: Needs Assessment

The Paterson Public School district is highly committed in providing an outstanding mentoring program to assist new hires with making important first year adjustments leading to successful careers in education. During the 2026-27 academic school year the Division of Academic Services will utilize surveys, evaluations, and the State's Rubric for Assessment of a District/School Mentoring Plan (Appendix: A7-A9) to collect data to determine the needs assessments of novice teachers and mentors.

In August the District provides new teachers an opportunity to participate in New Teacher Orientation. The orientation is three days long and provides teachers with an overview of the District, including the mentoring process. New teachers are trained on District practices inclusive of the teacher evaluation tool, Focal Point. They also meet with the content/program Supervisors to receive additional information regarding the work they will engage in. In addition, at any point during the school year, novice teachers can schedule a one-on-one meeting with school based content supervisors and/ or masters teachers to provide guidance and support. During such meetings novice teachers can discuss concerns, issues or other topics including but not limited to the teacher evaluation tool, classroom management, behavior modification, lesson design, assessment practices, curriculum questions, and any other topic related to their work.

Mentoring Program

Effective mentors are committed to the mentoring process as non-judgmental advisors who are accepting of the novice teacher and their skills, promote self-reliance, articulate effective practices, willingly provide resources and support, are effective in different interpersonal contexts, and communicate hope and optimism in education. At the end of the school year, mentors will be asked to complete an exit survey about their experience. The survey results are used to determine future needs for both mentors and mentees.

Section III: Vision & Goals

Vision

The vision of the District is to create a vibrant, inclusive school community where empowered students have diverse opportunities to learn, grow, and thrive. To realize this vision, the District must develop and maintain a cadre of teachers that are knowledgeable regarding best instructional practices and are able to effectively implement such practices. The District's Mentoring Program is a key initiative that will be the foundation upon which this cadre is built – providing support through job-embedded professional development and coaching.

Goals

The goals of the District's Mentoring Program are to:

- Enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards (NJSLs) to facilitate student achievement.
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- Assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.
- To retain quality teachers by providing support to them in their first year.

Section IV: Mentor Selection

Criteria

Teachers interested in becoming mentors must annually complete an application and provide two (2) letters of recommendation. One letter of recommendation must be completed by the building principal indicating that the applicant has received a minimum rating of "Effective" on the most recent summative evaluation and has been teaching for two of the last five years. In addition, the District has established additional selection criteria to be used by Building Principals for Mentor Teachers, as follows:

- The teacher must be tenured in the Paterson School District.
- The teacher must have received a rating of "Effective" or "Highly Effective" on the most recent summative evaluation. If the summative evaluation is delayed, the mentor must have received "Effective" or higher based upon the District's teacher practice instrument prior to applying for this position.
- The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.
- The teacher is knowledgeable about the social and workplace norms of the District and the community the District serves.
- The teacher is knowledgeable regarding the resources and opportunities in the District and can act as a referral source to the novice teacher.
- The teacher has credibility with his/her peers and administrators.
- The teacher demonstrates leadership capacity.

Ethical Code of Practice for Mentoring

- The mentor's role is to respond to the novice teacher's developmental needs and agenda; it is not to impose his/her own agenda.
- Mentors must work within the current agreement with the novice teacher and maintain confidentiality.
- The mentor will not intrude into areas the novice teacher wishes to keep private until invited to do so. However, he/she should help the novice teacher recognize how other issues may relate to these areas.
- Mentor and novice teachers should aim to be open and truthful with each other, and themselves, about the relationship.
- The mentoring relationship must not be exploitative in any way, nor must it be open to misinterpretation by others.
- Mentors need to be aware of the limits of their competence and operate within these limits.
- The mentor has a responsibility to develop his or her own competence in mentoring.
- The novice teacher must accept increasing responsibility for managing the relationship; the mentor should empower him/her to do so and must generally promote the novice teacher's autonomy.
- Mentor and novice teacher should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.
- Either party may dissolve the relationship, in consultation with the building principal. However, both mentor and novice teachers have a responsibility for discussing the matter together, as part of mutual learning.
- The novice teacher should be aware of his/her rights and any complaints procedures.
- Mentors must be aware of any current law and work within the law.

Mentoring Contract

Once the building principal has selected mentors, the administrator will match mentors and novice teachers according to grade level and/or content area, to the extent complementary matches are available. The mentor, mentee, and principal are expected to sign the Mentoring Contract that highlights each person's responsibilities. In addition, by adhering to the expectations of the Contract, the mentor and the principal will make it clear that the novice teacher is a colleague, and that the collegial relationship that is formed will positively impact the novice teacher's ability to meet the needs of his/her students.

No Fault Exit Process

Matching mentors and novice teachers require the assessment of specific criteria and information from both participants. Most matches will be very successful; however, in some situations this may not be the case. If the mentoring relationship does not provide a significant degree of satisfaction for either participant, the mentor and/or novice teacher is encouraged to consult with the building principal for support or discontinuance of the relationship. If, with consultation by the principal, the relationship will be discontinued, no blame will be attached to either partner in this no-fault exit process. Rather, the partnership may be dissolved, and a new match will be made as soon as possible. The District's Department of Human

Resources and the Division of Academic Services must be notified if there are changes to the mentor-novice teacher match at any point during the school year.

Mentoring Contract

The Mentoring Contract brings together the mentor, the novice teacher, and the principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the mentor and the principal make it clear that the novice teacher is a colleague, and that the collegial relationship strengthens the education of the novice teacher's students.

The mentor and the novice teacher hereby agree:

- to develop a professional and collegial working relationship by discussing the expectations and by arriving at a mutual understanding about how to work together effectively
- to keep all shared information and discussions confidential

The mentor hereby agrees:

- to review the background of the novice teacher to provide the type and amount of support indicated by this background
- to observe the novice teacher's classes, when possible, and provide the novice teacher with feedback, coaching, and support
- to be available for informal support and consultation

The novice teacher hereby agrees:

- to observe the mentor's teaching, when possible, as well as the teaching of other experienced professionals
- to work on following the suggestions which the mentor makes
- to seek out the mentor for answers to questions that may arise

The principal hereby agrees:

- to provide support to both the mentor and the novice teacher
- to avoid soliciting evaluative comments from the mentor regarding the novice teacher
- to offer opportunities for mentors and novice teachers to observe each other's class, as the schedule allows
- will provide a "no-fault" exit process for both teachers if a new match is necessary

All the signers agree:

- To follow all New Jersey regulations for mentoring aligned with the NJ Professional Standards for Teachers as outlined in the District Mentoring Plan.

Mentor	Date
Novice Teacher	Date
Principal	Date

Section V: Roles & Responsibilities

Mentors: State Regulations

A mentor must:

- Participate in sustained and ongoing annual mentor training
- Must devote at least 30 weeks to mentoring each novice teacher
- Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period
- Establish regular conferencing times to discuss the novice teacher's needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the NJSLs
 - For teachers holding a Certificate of Eligibility (CE), mentors must meet with their mentee a minimum of twice per week for the first eight (8) weeks of the mentee's assignment
 - For teachers holding a Certificate of Eligibility with Advanced Standing (CEAS), mentors must meet with their mentee a minimum of twice per week for the first four (4) weeks of the mentee's assignment
- Maintain confidentiality for all mentor-novice activities
- The mentor teacher may not serve as a novice teacher's direct supervisor or conduct evaluations
- Maintain documentation of mentoring activities; and
- Contribute to ongoing program evaluation.

In addition, the District expects the mentor to:

- Assist the novice teacher in adjusting to, and becoming familiar with the school culture, policy, procedures, resources, and personnel
- Observe the novice teacher, when possible, to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management; these observations are non-evaluative
- Encourage the novice teacher to observe the mentor and other content experts, when possible;
- Model professionalism; and
- Be proficient in Google Workspace and be able to share best practices within a blended learning environment

Novice Teachers: State Regulations

Novice teachers must:

- Participate in the Provisional Teacher Program, which requires mentoring
- Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period
- Participate in regular meetings with their mentor to discuss novice teacher needs, obtain ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the New Jersey Student Learning Standards. It is

recommended that novice teachers use the reflection logs to support these conversations (Appendix 2-4)

- Maintain confidentiality for all mentor-novice activities
- Contribute to ongoing program evaluation

Additionally, novice teachers are encouraged to:

- Document mentoring activities and time
- Share openly effective strategies and techniques
- Develop professional goals
- Participate actively in a learning community
- Observe the mentor and other content experts during the school year
- Be open to constructive feedback from the mentor, school leaders, and other content experts

Financial Terms: Mentor Compensation

- Paterson Public Schools utilizes a mentee-funded compensation model for the mentoring program.
- Stipend Amount: The Mentor Teacher shall be entitled to a stipend of \$550 for each provisional staff member they successfully mentor.
- Method of Payment: Compensation is facilitated via a payroll deduction from the novice teacher's paycheck, which is then transferred to the Mentor via direct deposit.
- Prerequisites for Release: Funds will be disbursed only upon the successful verification and submission of all required mentoring logs, meeting records, and state-mandated documentation. It is the responsibility of the mentee to ensure these administrative requirements are met to facilitate the payment.

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 teacher's association. ● Is a meticulous observer of classroom practice. ● Collaborates well with other teachers and administrators. ● Is willing to learn new teaching strategies from novice teachers.
Communication Skills ● Can 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 ● Can 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.

Section VI: Professional Learning Components for Mentors

Understanding the New Jersey Professional Standards for Teachers (NJPST)

To effectively support novice teachers, mentor teachers must be able to articulate their understanding of the Professional Standards for Teachers. These Standards have been established to guide teachers in:

- Promoting reflection of the impact of teacher effectiveness on student learning
- Facilitating formation of professional goals to improve teaching practice; and
- Monitoring and assessing progress toward professional goals and continuous improvement in teaching practice.

New Jersey Professional Standards for Teachers

Standard One: Learner Development

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

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 New Jersey Student Learning 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 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 teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Documentation

State regulations require that mentors keep logs of contact time with mentees. At the end of the year, these logs must be submitted to the Division of Academic Services. To assist in the mentor's record keeping responsibility, the District has provided the following resources that can be used:

1. **The Collaborative Assessment Log** provides a comprehensive guide to document discussions related to content knowledge and student learning, environments for student learning, teaching for student learning, and teacher professionalism. (Appendix, A10)
2. **The Mentor-Novice Teacher Interaction Form** allows for the documentation of less formal interactions that may address a variety of issues that are not listed on the Collaborative Assessment Log. (Appendix, A1)
3. **The Classroom Visitation Protocol** can be used to document the classroom visitation conducted by either the mentor of the mentee, or vice versa. This protocol can also be used

to guide discussions during both the pre and post conferences between the mentor and mentee. (Appendix, A5)

Training Overview

- ❖ 2026-2027 District's Mentoring Plan
 - Vision & Goals
 - Mentor Selection
 - Roles and Responsibilities of Mentors, including coaching and support
 - Challenges of Mentoring
 - Use of Standards-Based Formative Assessments
 - N.J. Professional Standards for Teachers
 - Teaching Evaluation Rubric and Practice Instrument
 - New Jersey Student Learning Standards (NJSLS)
 - Communication & Building Trust
 - Collegial Coaching Cycle (Appendix, A6)
 - Questioning Techniques

Section VII: Professional Learning Components for Novice Teachers

Novice teachers are hired with either a Certificate of Eligibility (CE) or a Certificate of Eligibility with Advanced Standing (CEAS) that permits them to seek work and then obtain their provisional instructional certification. The District must immediately enroll the newly hired novice teacher in the Provisional Teacher Program with the New Jersey Department of Education.

This section of the Mentoring Plan includes the professional learning components the district will use to provide novice teachers with rigorous mentoring to impact teacher effectiveness and student learning.

New Teacher Orientation

The District requires newly hired teachers to participate in a multi-day orientation in August, prior to the start of each school year. The orientation workshops provide an opportunity for new hires to become familiar with the District's goals and commitment to "Excellence in Teaching and Learning", along with District policies and procedures.

Mentoring Program

During the provisional year, the novice teacher is mentored and supervised according to State and District policies. Dialogue and discussion are key communication activities that facilitate ongoing professional growth for both the novice teacher and mentor. Possible types of contact include one-on-one interactions via in person or virtual, grade level team meetings, interactive journals, phone calls, e-mails, drop-in visits, etc. The novice teacher and mentor might engage in frequent electronic communication as one way to discuss classroom experiences, ask questions, share resources, or reflect without having to schedule a face-to-face meeting once the State regulations have been met. (see Section V: Roles & Responsibilities - Mentors). Online discussions allow ongoing networking opportunities for both veteran and novice teachers to share, request ideas or resources related to teaching practices such as classroom management techniques, examples of formal and informal assessments, curriculum development or instructional strategies.

Novice teachers will participate in professional learning that will expand and enhance their understanding of the training components of the Mentoring Plan. Aligned with the vision and goals of the Mentoring Plan, District personnel will hold all trainings throughout the year for novice teachers. The training objectives will be arranged as follows:

Training- may be held in person and/or virtual.

Overview of the District's Mentoring Plan

- Vision & Goals
- Mentor Selection
- Roles and Responsibilities of Mentors and Novice Teachers
- Professional Learning Components for Mentors and Novice Teachers

Bi-Monthly Trainings (New Hires Only)

- ❖ Overview of the District's Mentoring Plan

Sample Discussion Topics for Novice Teachers and Mentors

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

- | | |
|---|---|
| ● Lesson plans | ● Development of rubrics |
| ● Large group instruction | ● Rapport with parents |
| ● One-to-one instruction | ● Pacing of curricula |
| ● Informal classroom assessment | ● Diversity of student needs |
| ● Rapport with faculty and staff | ● Teaching styles |
| ● Instructional units | ● Time management |
| ● Crisis in the classroom | ● Legal rights and responsibilities |
| ● Educational philosophy | ● Reviewing norms of the schools |
| ● Alternative assessments | ● Year-end responsibilities |
| ● Field trips | ● Duty responsibilities |
| ● Referral of students | ● Digital Learning |
| ● Professional development | ● Special event procedures |
| ● Classroom safety | ● Social Emotional Learning |
| ● Testing procedures | ● Expectations of students |
| ● Confidentiality of student issues | ● New Jersey Student Learning Standards (NJSLS) |
| ● Telephone and technology use | ● Diagnosing student needs |
| ● Additional record | ● Learning styles |
| ● Keeping professional responsibilities | ● Multiple intelligences |
| ● Writing a Professional Development Plan (PDP) | ● Special services |
| ● Motivating students | ● Differentiated Instruction |
| ● Substitute lesson planning | ● Grading systems/report cards |
| ● Flexible grouping | ● English as a Second Language (ESL) |
| ● Classroom behavior/management | |

Sample Mentoring Monthly Activities Checklist

SEPTEMBER

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

OCTOBER/NOVEMBER

- _____ Review field trip procedures
- _____ Review and discuss classroom and time management
- _____ Set up a time for the novice teacher to visit your classroom
- _____ Accentuate the positive and encourage reflection
- _____ Save student work for conferences
- _____ Discuss conferencing procedures
- _____ Review progress reports
- _____ Look at report card procedures
- _____ Continue to look at effective classroom practices
- _____ Share bulletin board and project ideas
- _____ Be there on the good days and the bad
- _____ Encourage attendance at the NJEA convention

DECEMBER/JANUARY

- _____ Discuss sensitivity to holidays

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

FEBRUARY/MARCH

- _____ Review any standardized testing procedures
- _____ Examine available standardized test specs
- _____ Review grade or department expectations for students
- _____ Review additional observation and evaluation procedures
- _____ Discuss special classroom techniques (cooperative and flex groups)
- _____ Discuss reinforcing behavioral rules right before spring break

APRIL/MAY/JUNE

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

Section VIII: Action Plan for Implementation

Section IX: Resource Options Used

Training Topic	Audience	Frequency	Resources	Evaluation Strategy	Person Responsible
Teaching Evaluation Rubric and Practice Instrument	Mentors	Monthly	District Evaluation Rubric	Feedback Surveys	Dept. of Accountability
Overview of District Mentoring Plan Roles & Responsibilities of Mentors and Novice Teachers	Novice Teachers (New Hires Only)	Quarterly	Topic Information Needs Assessment for Novice Teachers and Mentors	Workshop Evaluation	Academic Services Coordinator

Section X: Funding Resources

The Paterson Public School District uses both federal and local funds to support the District's Mentoring Plan. Funds are used for training activities and materials.

Program Goals/Objectives
1. The mentoring program will provide training on the roles and responsibilities of mentors and novice teachers. 2. Activities used for the mentoring program will allow stakeholders to collect data that will be used to evaluate the effectiveness of the program and identify program needs. 3. The training for mentor teachers will provide appropriate tools to guide conversations on classroom practice aligned with the Professional Standards for Teachers between the mentor and novice teacher. 4. The mentor training will support mentors in developing collegial relationships with the novice teachers that are focused on trust and confidentiality. 5. The mentor training will support mentors in developing their skills for assisting novice teachers in meeting District standards in the area of Instructional Planning and Strategies.
Additional Resources
• Presentation materials • New Jersey Mentoring for Quality Induction: A Toolkit for Program Development • "Foundations in Mentoring", New Teacher Center at the Univ. of CA, Santa Cruz (2004) • Marshall Memo (emailed weekly) • Participation in Professional Development sessions for novice teachers

Section XI: Program Evaluation

The District Mentoring Program will include three areas of evaluation that will focus on Participant's Reactions, Participant's Learning, and Organization Support & Change.

- To improve program design and delivery, participant's satisfaction with the training opportunities and overall satisfaction with the program will be assessed. Workshop evaluations will be administered at the end of each training session and will address questions such as "Were you able to interact during the training?" and "Was the leader knowledgeable about the topic?"
- The new knowledge and skills of the participants will be assessed to improve program content, format, and organization. The key question to be answered at this level is "Did the participants acquire the intended knowledge and skills?" A variety of assessment tools will be used to collect this data including participant reflections, interactive activities, and surveys/questionnaires.
 - [District Mentor Survey](#)
 - [Teacher Induction Survey](#)
- To document and improve organizational support and to inform future change efforts, the effect of the District's Mentoring Program on the organizational climate and procedures will be assessed. Instruments such as questionnaires, minutes from ScIP panel meetings, and customized interviews with participants and school administrators will be used to measure the degree to which the Mentoring Plan supported and/or changed the District's Mentoring Program.

Appendix

Mentor -Novice Teacher Interaction Form

Novice Teacher Name:		Date of Hire:	
Mentor Teacher Name:			

Session	Date of Contact	Length of Contact	Contact Initiated By	Type of Contact	Questions/Issues to Address	Ideas Generated During Interaction
Week 1			▼	▼		
Week 2			▼	▼		
Week 3			▼	▼		
Week 4			▼	▼		
Week 5			▼	▼		
Week 6			▼	▼		
Week 7			▼	▼		
Week 8			▼	▼		
Week 9			▼	▼		
Week 10			▼	▼		
Week 11			▼	▼		
Week 12			▼	▼		
Week 13			▼	▼		
Week 14			▼	▼		
Week 15			▼	▼		
Week 16			▼	▼		
Week 17			▼	▼		
Week 18			▼	▼		
Week 19			▼	▼		
Week 20			▼	▼		
Week 21			▼	▼		
Week 22			▼	▼		
Week 23			▼	▼		
Week 24			▼	▼		
Week 25			▼	▼		
Week 26			▼	▼		
Week 27			▼	▼		
Week 28			▼	▼		
Week 29			▼	▼		
Week 30			▼	▼		

Reflection Journal (Level of Concern: SELF)

Date: _____

I am excited by the opportunity to ...

I have noticed that I am doing well with ...

I am curious about ...

I want to be able to....

Information Needs	Resource/Material Needs

Reflection Journal (Level of Concern: TASK)

The most important lesson I have learned this week is...

In thinking about other colleagues, it would be interesting to work with...

on the topic of ...

I can contribute to the professional school community by...

In thinking about school goals and projects, I need to know more about...

Information Needs	Resource/Material Needs

Reflection Journal (Level of Concern: IMPACT on Student Outcomes)

Date: _____

As a result of my instruction this week, my students can...

For my class, I am thinking about the following changes in pacing and or lesson design...

If I could relive one day or class this week, it would be...

Given what I know now, I would change...

Information Needs	Resource/Material Needs
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Classroom Visitation Protocol

Teacher: _____ Date: _____

Lesson: _____

Starting Time: _____ Ending Time: _____

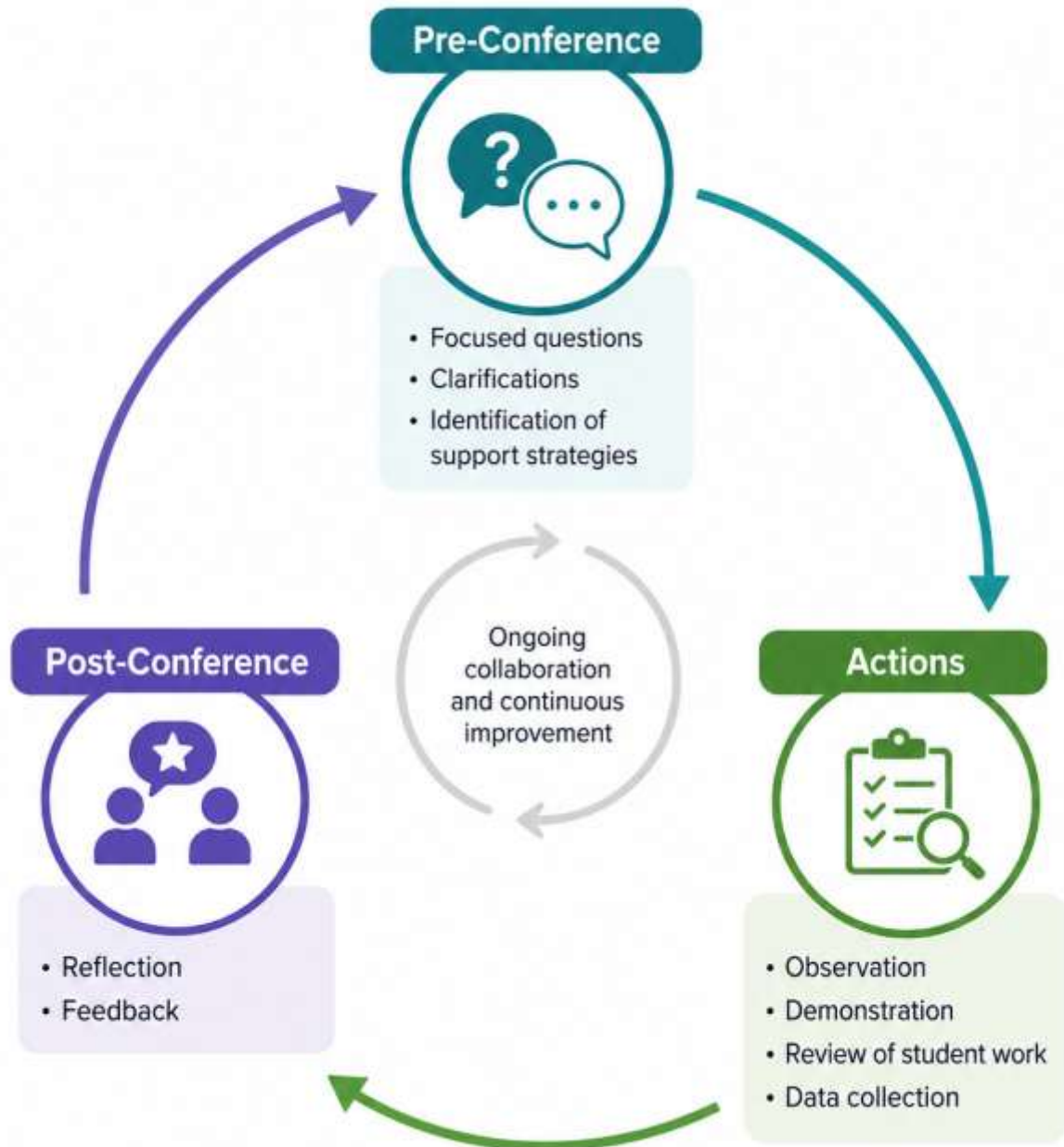
Subject & Standards (NJSLS):

Elements of Lesson Design

Lesson Objective(s):

Notes (Checks for Understanding, DOLs, Type of Instruction, etc.):

Collegial Coaching Cycle



Rubric for Assessment of a District/School Mentoring Plan

Criteria for Success	Beginning	Developing	Established	Sustaining
Needs Assessment Process	- No stakeholders involved in the need's assessment process. - Process may include data analysis of training components.	- Some stakeholders involved in needs assessment process. - Process includes analysis of training component feedback: "Did teachers learn the material, and can they apply it?"	- All district stakeholders contribute to needs assessment process. - Process reflects status only. - Process includes analysis of training component feedback: "Does application enhance teacher effectiveness?"	- All district and community stakeholders contribute to needs assessment process. - Process reflects current and projected status. - Process includes analysis of training component feedback: "Does application enhance teacher effectiveness, student performance, and teacher retention?"
Vision	- Vision includes an understanding of all the components in the regulations for mentoring. - Vision is designed by the local professional development committee.	- Vision includes an understanding of identified mentoring components. - Select group of stakeholders is involved in designing and supporting the vision.	- Vision includes an understanding of comprehensive mentoring and induction components. - All district stakeholders are involved in designing and supporting the vision.	- Vision includes an understanding of comprehensive mentoring and induction components. - All district and community stakeholders are involved in designing and supporting the vision. - Vision is based on needs and research.
Goals	Goals support the regulations for mentoring and are aligned with the Professional Standards for Teachers.	- Goals are aligned with the Professional Standards for Teachers. - Goals are based on needs assessment and student achievement data.	- Goals are aligned with the Professional Standards for Teachers. - Goals are based on needs assessment, student achievement data and teacher learning needs.	- Goals are aligned with the Professional Standards for Teachers. - Goals are based on needs assessment, student achievement data and teacher learning needs. - Goals are aligned to the District goals for ongoing professional learning.
Objectives	No objectives stated.	Some objectives are aligned with goals.	Objectives are directly related to goals.	- Objectives are clear and measurable. - Objectives are directly related to goals.

Rubric for Assessment of a District/School Mentoring Plan – Continued

Criteria for Success	Beginning	Developing	Established	Sustaining
Mentor Selection	Criteria and application process for mentors is in compliance with minimum regulations for mentoring.	- State criteria for selection of mentors are identified and used. - Mentors and novice teachers are matched according to availability.	- State criteria for selection of mentors are identified and used. - Mentors and novice teachers are matched (to the degree possible) according to grade-level/content area. - Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers.	- State criteria for selection of mentors are identified and fully implemented. - Mentors and novice teachers are matched (to the degree possible) according to grade-level/content areas and proximity. - Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers. - A procedure exists that, in the event matches do not work, both parties are “held harmless” and a new match is made.
Roles and Responsibilities	Roles and responsibilities for CSA, board of education, mentor and novice teacher are defined as in regulations for mentoring.	Additional roles and responsibilities for CSA, board of education, mentor and novice teacher are clearly defined to support mentoring.	Roles and responsibilities for some additional stakeholders are defined.	The roles and responsibilities of all stakeholders are clearly defined.
Professional Learning - Mentors	- Basic training opportunities are available on a voluntary basis. - Training is offered only once or twice a year. - Training is not based on needs assessment data.	- Professional learning is aligned with the Professional Standards for Teachers. - Training is the main mode of delivery for professional learning. - Some professional learning is based on data and may be targeted to meet needs.	- Professional learning is aligned with the Professional Standards for Teachers. - Professional learning is based on data and targeted to meet needs. - Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.	- Professional learning opportunities are comprehensive and ongoing. - Professional learning is aligned with the Professional Standards for Teachers. - Collaboration is supported. - Professional learning is based on data and targeted to meet needs. - Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.
Professional Learning – Novice Teachers	- Basic training opportunities are available on a voluntary basis. - Training is offered only once or twice a year. - Training is not based on needs assessment data.	- Professional learning is aligned with the Professional Standards for Teachers. - Training is the main mode of delivery for professional learning. - Some professional learning is based on data and may be targeted to meet needs.	- Professional learning is aligned with the Professional Standards for Teachers. - Professional learning is based on data and targeted to meet needs. - Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.	- Professional learning opportunities are comprehensive and ongoing. - Professional learning is aligned with the Professional Standards for Teachers. - Collaboration is supported. - Professional learning is based on data and targeted to meet needs. - Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.

Rubric for Assessment of a District/School Mentoring Plan – Continued

Criteria for Success	Beginning	Developing	Established	Sustaining
Action Plan and Resource Options	• Action plan includes only professional learning activities and resource options.	• Action plan includes professional learning activities, resource options and person(s) responsible.	• Action plan includes professional learning activities, resource options, person(s) responsible and timeline.	• Action plan includes professional learning activities, resource options, assessments, person(s) responsible and timeline.
Funding Resources	• Only state funding is utilized.	• State funding and limited district funding resources are utilized.	• Funding is available from a variety of resources (i.e., partnerships, grants) but not consistently utilized.	• Funding is available from a variety of resources (i.e., partnerships, grants) and utilized appropriately.
Program Evaluation	• The program evaluation is designed to measure participant involvement and satisfaction with the training.	• The program evaluation is designed to measure participant involvement, satisfaction with the training and how well the mentoring process was learned.	• The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness.	• The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness, student performance and teacher retention.

**Paterson Public Schools
Department of Professional Development
Collaborative Assessment Log**

Mentor's Name:		Novice Teacher's Name:	
Date:		☐ Pre-conference	☐ Post-conference
<u>Domain A: Organizing Content Knowledge and Student Learning</u> ➤ Becoming familiar with relevant aspects of students' background knowledge and experiences ➤ Articulating clear learning goals for the lessons that are appropriate to the students ➤ Demonstrate an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future ➤ Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson ➤ Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	<u>Domain B: Creating an Environment for Student Learning</u> ➤ Establishing and maintaining rapport with students ➤ Communicating challenging learning expectations ➤ Establishing and maintaining consistent standards of classroom behavior ➤ Making the physical environment as safe and conducive to learning as possible	<u>Domain C: Teaching for Student Learning</u> ➤ Making learning goals and instructional procedures clear to students ➤ Making content comprehensible to students ➤ Encouraging students to extend their thinking ➤ Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands ➤ Using instructional time effectively	<u>Domain D: Teacher Professionalism</u> ➤ Reflecting on the extent to which the learning goals were met ➤ Demonstrating a sense of efficacy ➤ Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students ➤ Communicating with parents or guardians about student learning

Check all that apply:

☐ Connecting with content standards	☐ Analyzing student work	☐ Planning a lesson	☐ Reflecting
☐ Connecting with professional goals	☐ Communicating with Parents	☐ Problem solving	☐ Using technology
☐ Developing/reviewing professional goals	☐ Modeling a lesson	☐ Classroom observation	☐ Providing resources

What's Working:	Current Focus – Challenges – Concerns:
Teacher's Next Steps:	Mentor's Next Steps:

N.J. Professional Standards for Teachers

- | | | | | |
|----------------------------|--------------------------------|--------------------|---|----------------------------|
| ▪ Subject Matter Knowledge | ▪ Human Growth and Development | ▪ Diverse Learners | ▪ Instructional Planning and Strategies | ▪ Assessment |
| ▪ Learning Environment | ▪ Special Needs | ▪ Communication | ▪ Collaboration and Partnership | ▪ Professional Development |

Source: Adapted from NJ Mentoring for Quality Induction Toolkit, New Teacher Center at the University of California, Santa Cruz, Induction Institute 2006, and ETS Praxis III Date Rev. 2/10