DISTRICT MENTORING PLAN 2025-2026



Department of Curriculum, Instruction& Professional Development
District Educational Advisory Committee

Dr. Jennifer Cenatiempo, Superintendent

Jon Paul Bollette, Principal

Kelli McKeown, Grade 2 Teacher

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Overview

The Green Township School District supports the continued improvement of novice teachers as well as those more experienced teachers who are new to the District, through implementation of a comprehensive mentoring plan that is closely tied to the District's Professional Development Plan for all staff.

The District Mentoring Plan is designed in accordance with N.J.A.C. 6A:9C-5.1 which states that:

> (a) All school districts shall develop a district mentoring program to provide non-tenured teachers, including novice provisional teachers who hold a CE or CEAS, with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs and to help them become effective professionals.
>
> (b) The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the NJSLS to facilitate student achievement and growth; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in performing their duties and adjusting to the challenges of teaching.

Program Goals

The Green Township School District has designed this Mentoring Plan to focus on the following goal areas:

Curriculum

Teacher effectiveness

Classroom climate

Identification of school issues

Student behavior, discipline and classroom management

Meeting the needs of all students

Parent/Teacher relationships

Emotional and personal support

Orientation to the school, policies and procedures

Confidentiality

It should be noted that the mentor /teacher relationship is designed in such a way as to support the discussion of problems openly, so that they may be addressed in a timely and reflective manner. The mentor is not an evaluator, but rather acts as a collaborator and coach. The mentor is not expected to share information with the novice teacher's immediate supervisor other than to seek advice or to communicate concerns that go beyond the intention of the mentor / mentee relationship.

Roles and Responsibilities

The New Jersey Department of Education (NJDOE) in its Mentoring for Quality Induction states that the responsibilities of a novice teacher include:

Participation in the Provisional Teacher Program;

Make a commitment of time to the mentor-novice relationship over the required mentoring period;

Establish regular weekly conferencing times 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;

Maintain confidentiality for all mentor-novice activities;

Contribute to ongoing program evaluation

In addition the novice teacher will also:

Document mentoring activities and time;

Provide opportunities for the mentor to observe through a collegial coaching model;

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 mentor, school leaders and other content experts

It is critical that each novice teacher be assigned a mentor who will support, advise and guide them as they move through the program. The NJDOE lists the following qualities of an effective mentor:

Commitment to the role of mentoring

Acceptance of the novice teacher

Skill in providing instructional support

Effectiveness in different interpersonal contexts

Model of being a continuous learner

Ability to communicate hope and optimism

The Principal, as part of the team supporting the novice teacher will:

Establish a collegial school culture

Ensure reasonable working conditions for the novice teacher

Conduct an orientation program

Conduct formal observations and evaluations in accordance with the requirements of AchieveNJ

Notify staff that mentoring positions may be available

Oversee the selection of mentors

Respect the confidential nature of the Novice Teacher / Mentor relationship

Notify the Office of the Superintendent in the event that mentor assignments change during the course of a given school year

Provide appropriate professional learning opportunities and involve the novice teacher in curriculum development initiatives

Process for Mentor Selection and Matching

In May of each year, the building principal will notify all staff that mentoring positions may be available for the coming school year.

By June, any teacher interested in mentoring will notify their building principal in writing. The principal will collaborate with the superintendent on the selection of mentors.

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

Must be a certified teacher with at least five (5) years of successful teaching experience, with effective or highly effective summative ratings

Must be committed to the goals of the District Mentoring Plan adopted by the Green Township School District

Must be willing and able to participate in all Mentor Training activities throughout the school year, and to invest time to develop mentoring skills

Must be accessible to the novice teacher

Must demonstrate exemplary command of content area knowledge and of pedagogy (curriculum, learning styles, differentiated instructional strategies, etc.)

Must agree to maintain the confidential nature of the mentor / novice teacher relationship

Must be experienced and certified in the content area in which the novice teacher is teaching, where possible

Must be knowledgeable about the social and workplace norms of the District and the community served by the District

Must be knowledgeable about the resources and opportunities available to the novice teacher, providing this information as part of the mentoring process

Additional Qualities of a Mentor include:

Strong interpersonal skills

Credibility with peers and administration

Leadership capacity

Demonstrated curiosity and eagerness to learn

Respect for multiple perspectives

Demonstrated commitment to improving the academic achievement of all students

Experience with coaching or other collaborative models

List of Pairing Factors

The following factors should be considered in assigning a mentor to a novice teacher:

Teaching experience

Grade level

Content area

Availability of common planning time

Teaching style and philosophy

It should be noted that in the event that the mentor/novice teacher relationship becomes unproductive, a change can be made at the request of either party. It should not be seen as a failure, but rather a difference in style.

Mentor Training

The Green Township School District believes that a key element to implementing an exemplary teacher mentoring program is the provision of ongoing training for its teacher mentors. The training program affords mentors with opportunities to develop their skills and to collaborate with one another in order to provide a consistent mentoring experience for all novice teachers. Components of the Mentor Training Program include:

Module One

Roles and responsibilities

NJ Professional Standards for Teachers

Informal observation skills

Demographics and needs of a novice teacher

Adult learning theory

Module Two

Communication and listening skills

Confidentiality

Conferencing skills

Observation skills

Case Study: Common Problems of Novice Teachers

Module Three

Peer Coaching Model

Observation Model

Module Four

Designing an effective Professional Growth Plan

Professional Development Strategies

Reflective practice

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Mentor Application Form

Part A

I am interested in being considered for the position of mentor for a novice teacher. I understand that the role of the mentor is a critical factor in the success of the novice teacher and believe that I am able to fulfill all of the requirements of a mentor teacher.

Directions: Answer the following questions and forward the completed form to the building principal.

Name: _____

School: _____

Subject / Grade Level _____

Why do you want to be a mentor teacher?

What abilities and experiences do you believe make you an ideal candidate for the role of mentor teacher?

What do you hope to gain from becoming a mentor teacher?

How do you keep professionally current and how will this help you in your role as a mentor teacher?

Signature: _____

Date: _____

For Principal's Use Only:

_____ is accepted as a mentor teacher for the 2021-2022 school year and is assigned to mentor novice teacher _____.

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Copies of the completed form with signatures should be provided to the mentor teacher, Superintendent's Office. The original should be kept on file in the Office of the Principal.

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Mentoring Partnership Agreement

Green Township School District Mentoring Activities Checklist & Action Plan

All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Aug & Sept. _____ hours

All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Oct./Nov. _____ hours

All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Dec./Jan. _____ hours

All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Feb./Mar. _____ hours

All Tasks Completed as listed above.	Initials Mentor _____ Mentee _____
Date of Completion: _____	# of Hours for Apr./May/Jun. _____ hours

Green Township School District Classroom Visit Data Collection Ideas

Teacher-Student Interactions

Student Time on Task

Verbal Flow

Teacher Proximity to Students

Wait Time

Questioning Skills

Reinforcement

Use of Motivation

Instructional Strategies

Curriculum Approaches

Teacher Expectations/Student Achievement

Active Participation Techniques

Gender expectations/Student Achievement

Particular Child or Small-Group Focus

Overall Classroom Culture

Other

Modified from MI-Maps3.5 Mentoring New Teachers (pp. 12), by Michigan Department of Education Office of School Improvement.

Green Township School District Monthly Mentoring Documentation Log

Name of MENTOR: _____

Signature**:** _____

Name of NEW TEACHER: _____

Signature: _____

A full visitation/demonstration lesson or conference must be 28 minutes minimum.

VISIT = VISITATION TO CLASSROOM FOR OBSERVATION

DEMO = DEMONSTRATION LESSON PROVIDED

CONF = CONFERENCE

		Type of Contact	**Description of Activity**	**Total Time (Hours/ Minutes)**
Date	Time of Day	V=Visit D=Demo C=Conference		

Building Administrator's Name: _____

Administrator's Signature: _____

Green Township School District Classroom Visitation Protocol

Elements of Lesson Design

Modified from: New Jersey Department of Education, Mentoring Task Force, 2005

Green Township School District Collaborative Assessment Log

Name:

Mentor:

Grade Level/Subject Area:

School:

Date:

Check all that apply:

□ Connecting with content standards

□ Planning a lesson

□Connecting with professional goals

□Using technology

□□Modeling a lesson

□Classroom observation

□Analyzing student work

□Reflecting

□Communicating □ Problem Solving

□Providing resources

What's working?

Current Focus – Challenges – Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next meeting date: Focus:

Source: Adapted from New Teacher Center @ UCSC.

Green Township School District

Planning Conference Question Guide

Clarification of Lesson Goals and Objectives

Decisions about Instructional Strategies

Focus of the Observation

Needs of the Teacher and Affirmations for Accomplishment

Source: Collegial Coaching: Inquiry Into the Coaching Self.

Green Township School District Conference Reflection Question Guide

Lesson Purpose

What was the intent of the lesson?

Why is it important to students?

What will students gain from this lesson?

How will it impact their thinking, their attitudes, or their abilities?

What reasons exist for these beliefs?

Teacher Development

How effectively did the teacher use the instructional practices?

What was performed well?

What needs further development?

Effects on Students

In what ways do the practices employed enhance student learning?

What basis is there for believing this?

In what ways do the practices employed distract from the intended learning outcomes?

What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

Collaborative Communications

Which of the issues are most important?

Why are they important?

What will be my coaching partner's reaction to these issues?

How can I describe these reflections to my coaching partner during the debriefing conference?

Source: Collegial Coaching: Inquiry Into the Coaching Self.

Green Township School District Conference Debriefing Question Guide

Statement of Discrepancies

Analysis of Teaching Actions

Generation of Solutions and Effects

Source: Collegial Coaching: Inquiry Into the Coaching Self