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# 2024-2025 District Mentoring Plan

*Excellence in Teaching and Learning*

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Division of Academic Services

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**Table of Contents**

<b>Content</b>	<b>Page Number</b>
I. District Profile	
A. District Profile Sheet	3
B. Board of Education Approval: Sign-off Sheet	4
II. Needs Assessment	5
III. Vision and Goals	5-6
IV. Mentor Selection	
A. Application Process and Criteria for Selection of Mentors	6-8
B. Mentor Contract	9
V. Roles and Responsibilities	
A. Mentors	10
B. Novice Teachers	10-11
C. Qualities of an Effective Mentor	12
VI. Professional Learning Components for Mentors	
A. Learning Components	13-14
B. Training Overview	15
VII. Professional Learning Components for Novice Teachers	
A. Learning Components	16-17
B. Training Overview	16-17
VIII. Action Plan for Implementation	20
IX. Resource Options Used	21
X. Funding Resources	21
XI. Program Evaluation	22
XII. Appendices	23

**Section I: District Profile**

**District Profile Sheet**

The district profile sheet reflects the mentoring data from the 2023/2024 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: Rita Route/ Sandy Barca

Mentoring Program Contact Phone: 973-321-0819/ 973-321-0621

Mentoring Program Contact E-mail: rroute@paterson.k12.nj.us/ 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: TBD

Number of novice teachers with a Certificate of Eligibility: 73

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 29

Number of novice special education teachers with a standard license: 8

Number of Mentors: 102

**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	
<b>Section 1: District Profile</b>			
a. District Profile Sheet	✓		
b. Board of Education Approval Form			
<b>Section 2: Needs Assessment</b>	✓		
<b>Section 3: Vision and Goals</b>	✓		
<b>Section 4: Mentor Selection</b>	✓		
<b>Section 5: Roles and Responsibilities</b>	✓		
<b>Section 6: Professional Learning Components for Mentors</b>	✓		
<b>Section 7: Professional Learning Components for Novice Teachers</b>	✓		
<b>Section 8: Action Plan for Implementation</b>	✓		
<b>Section 9: Resource Options Used</b>	✓		
<b>Section 10: Funding Resources</b>	✓		
<b>Section 11: Program Evaluation</b>	✓		

## **Section II: Needs Assessment**

The Paterson Public School district is highly committed to providing an outstanding mentoring program to assist new hires with making important first-year adjustments leading to successful careers in education. During the 2024-2025 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 be a leader of 21st-century innovation where students develop habits of lifelong learning and excel academically to become future-ready leaders. To realize this vision, the District must develop and maintain a cadre of teachers who 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 them support 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 on the District's teacher practice instrument before 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 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.
- The 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 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.
- The 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 requires 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 once 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 once 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 A2-A4)
- 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

**Qualities of an Effective Mentor**

<p><b>Attitude and Character</b></p> <ul style="list-style-type: none"> <li>● Willing to be a role model for other teachers.</li> <li>● Exhibits strong commitment to the teaching profession.</li> <li>● Believes mentoring improves instructional practice.</li> <li>● Willing to advocate on behalf of colleagues.</li> <li>● Willing to receive training to improve mentoring skills.</li> <li>● Demonstrates a commitment to lifelong learning.</li> <li>● Is reflective and able to learn from mistakes.</li> <li>● Is eager to share information and ideas with colleagues.</li> <li>● Is resilient, flexible, persistent, and open-minded.</li> <li>● Exhibits good humor and resourcefulness.</li> <li>● Enjoys new challenges and solving problems.</li> </ul>	<p><b>Professional Competence and Experience</b></p> <ul style="list-style-type: none"> <li>● Is regarded by colleagues as an outstanding teacher.</li> <li>● Has excellent knowledge of pedagogy and subject matter.</li> <li>● Has confidence in his/her own instructional skills.</li> <li>● Demonstrates excellent classroom management skills.</li> <li>● Feels comfortable being observed by other teachers.</li> <li>● Maintains a network of professional contacts.</li> <li>● Understands the policies and procedures of the school, district, and teacher's association.</li> <li>● Is a meticulous observer of classroom practice.</li> <li>● Collaborates well with other teachers and administrators.</li> <li>● Is willing to learn new teaching strategies from novice teachers.</li> </ul>
<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>● Can articulate effective instructional strategies.</li> <li>● Listens attentively.</li> <li>● Asks questions that prompt reflection and understanding.</li> <li>● Offers critiques in positive and productive ways.</li> <li>● Uses e-mail effectively.</li> <li>● Is efficient with the use of time.</li> <li>● Conveys enthusiasm and passion for teaching.</li> <li>● Is discreet and maintains confidentiality.</li> </ul>	<p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● Can maintain a trusting professional relationship.</li> <li>● Knows how to express care for a novice teacher's emotional and professional needs.</li> <li>● Is attentive to sensitive political issues.</li> <li>● Works well with individuals from different cultures.</li> <li>● Is approachable; easily establishes rapport with others.</li> <li>● Is patient.</li> </ul>

## 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 on the impact of teacher effectiveness on student learning
- Facilitating the 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 an 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**

- ❖ 2024-2025 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, and 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.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Large group instruction</li> <li>● One-to-one instruction</li> <li>● Informal classroom assessment</li> <li>● Rapport with faculty and staff</li> <li>● Instructional units</li> <li>● Crisis in the classroom</li> <li>● Educational philosophy</li> <li>● Alternative assessments</li> <li>● Field trips</li> <li>● Referral of students</li> <li>● Professional development</li> <li>● Classroom safety</li> <li>● Testing procedures</li> <li>● Confidentiality of student issues</li> <li>● Telephone and technology use</li> <li>● Additional record</li> <li>● Keeping professional responsibilities</li> <li>● Writing a Professional Development Plan (PDP)</li> <li>● Motivating students</li> <li>● Substitute lesson planning</li> <li>● Flexible grouping</li> <li>● Classroom behavior/management</li> </ul> | <ul style="list-style-type: none"> <li>● Development of rubrics</li> <li>● Rapport with parents</li> <li>● Pacing of curricula</li> <li>● Diversity of student needs</li> <li>● Teaching styles</li> <li>● Time management</li> <li>● Legal rights and responsibilities</li> <li>● Reviewing norms of the schools</li> <li>● Year-end responsibilities</li> <li>● Duty responsibilities</li> <li>● Digital Learning</li> <li>● Special event procedures</li> <li>● Social Emotional Learning</li> <li>● Expectations of students</li> <li>● New Jersey Student Learning Standards (NJSL)</li> <li>● Diagnosing student needs</li> <li>● Learning styles</li> <li>● Multiple intelligences</li> <li>● Special services</li> <li>● Differentiated Instruction</li> <li>● Grading systems/report cards</li> <li>● English as a Second Language (ESL)</li> </ul> |
|---|--|

**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 the 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**

<b>Training Topic</b>	<b>Audience</b>	<b>Frequency</b>	<b>Resources</b>	<b>Evaluation Strategy</b>	<b>Person Responsible</b>
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.

<b>Program Goals/Objectives</b>
<ol style="list-style-type: none"> <li>1. The mentoring program will provide training on the roles and responsibilities of mentors and novice teachers.</li> <li>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.</li> <li>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.</li> <li>4. The mentor training will support mentors in developing collegial relationships with novice teachers that are focused on trust and confidentiality.</li> <li>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.</li> </ol>
<b>Additional Resources</b>
<ul style="list-style-type: none"> <li>● Presentation materials</li> <li>● New Jersey Mentoring for Quality Induction: A Toolkit for Program Development</li> <li>● “Foundations in Mentoring”, New Teacher Center at the Univ. of CA, Santa Cruz (2004)</li> <li>● Marshall Memo (emailed weekly)</li> <li>● Participation in Professional Development sessions for novice teachers</li> </ul>

## **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.

# Appendices

## Mentor-Novice Teacher Interaction Form

### Novice Teacher Information

Name: \_\_\_\_\_

### Mentor Teacher Information

Name: \_\_\_\_\_

### Contact Information

Date of Contact: \_\_\_\_\_

Length of Contact: \_\_\_\_\_

Contact initiated by:

Mentor

Novice teacher

### Type of Contact

Drop-in visit

Phone call

E-mail

Other

Virtual Meeting

Questions/Issues to Address:

Ideas Generated During Interaction:



**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
-------------------	-------------------------

**Classroom Visitation Protocol**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson:  
\_\_\_\_\_

Starting Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

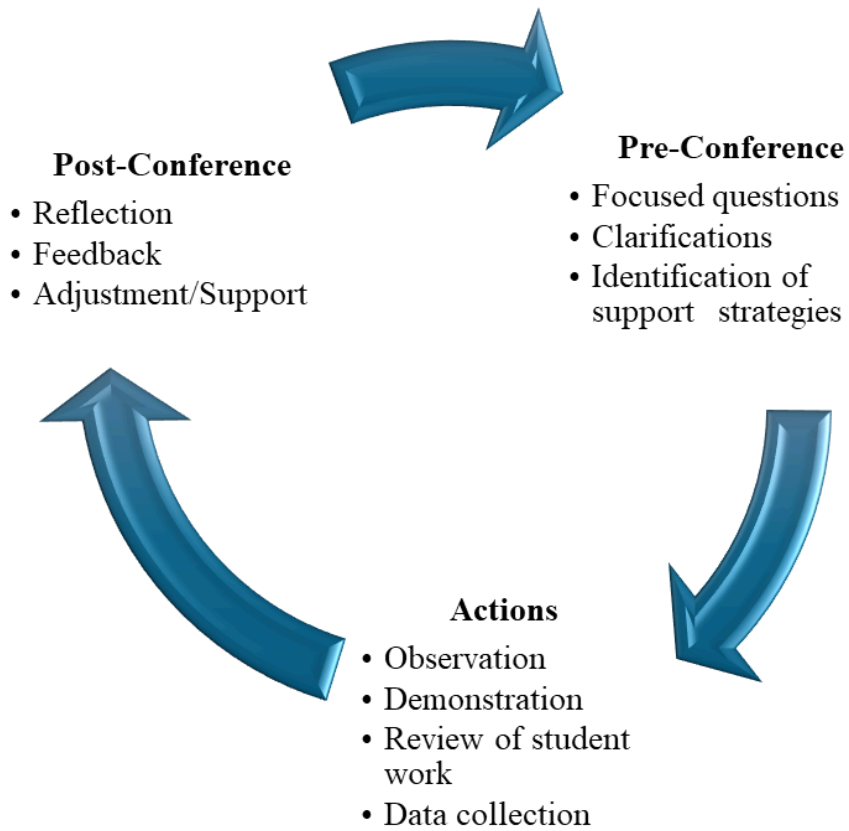
Subject & Standards (NJSLS):  
\_\_\_\_\_  
\_\_\_\_\_

**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**

<b>Criteria for Success</b>	<b>Beginning</b>	<b>Developing</b>	<b>Established</b>	<b>Sustaining</b>
<b>Needs Assessment Process</b>	<ul style="list-style-type: none"> <li>No stakeholders involved in the need's assessment process.</li> <li>Process may include data analysis of training components.</li> </ul>	<ul style="list-style-type: none"> <li>Some stakeholders involved in needs assessment process.</li> <li>Process includes analysis of training component feedback: "Did teachers learn the material, and can they apply it?"</li> </ul>	<ul style="list-style-type: none"> <li>All district stakeholders contribute to needs assessment process.</li> <li>Process reflects status only.</li> <li>Process includes analysis of training component feedback: "Does application enhance teacher effectiveness?"</li> </ul>	<ul style="list-style-type: none"> <li>All district and community stakeholders contribute to needs assessment process.</li> <li>Process reflects current and projected status.</li> <li>Process includes analysis of training component feedback: "Does application enhance teacher effectiveness, student performance, and teacher retention?"</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>Vision includes an understanding of all the components in the regulations for mentoring.</li> <li>Vision is designed by the local professional development committee.</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of identified mentoring components.</li> <li>Select group of stakeholders is involved in designing and supporting the vision.</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of comprehensive mentoring and induction components.</li> <li>All district stakeholders are involved in designing and supporting the vision.</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of comprehensive mentoring and induction components.</li> <li>All district and community stakeholders are involved in designing and supporting the vision.</li> <li>Vision is based on needs and research.</li> </ul>
<b>Goals</b>	<ul style="list-style-type: none"> <li>Goals support the regulations for mentoring and are aligned with the Professional Standards for Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers.</li> <li>Goals are based on needs assessment and student achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers.</li> <li>Goals are based on needs assessment, student achievement data and teacher learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers.</li> <li>Goals are based on needs assessment, student achievement data and teacher learning needs.</li> <li>Goals are aligned to the District goals for ongoing professional learning.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>No objectives stated.</li> </ul>	<ul style="list-style-type: none"> <li>Some objectives are aligned with goals.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are directly related to goals.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are clear and measurable.</li> <li>Objectives are directly related to goals.</li> </ul>

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

<b>Criteria for Success</b>	<b>Beginning</b>	<b>Developing</b>	<b>Established</b>	<b>Sustaining</b>
<b>Mentor Selection</b>	<ul style="list-style-type: none"> <li>Criteria and application process for mentors is in compliance with minimum regulations for mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and used.</li> <li>Mentors and novice teachers are matched according to availability.</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and used.</li> <li>Mentors and novice teachers are matched (to the degree possible) according to grade-level/content area.</li> <li>Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers.</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and fully implemented.</li> <li>Mentors and novice teachers are matched (to the degree possible) according to grade-level/content areas and proximity.</li> <li>Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers.</li> <li>A procedure exists that, in the event matches do not work, both parties are “held harmless” and a new match is made.</li> </ul>
<b>Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>Roles and responsibilities for CSA, board of education, mentor and novice teacher are defined as in regulations for mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>Additional roles and responsibilities for CSA, board of education, mentor and novice teacher are clearly defined to support mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>Roles and responsibilities for some additional stakeholders are defined.</li> </ul>	<ul style="list-style-type: none"> <li>The roles and responsibilities of all stakeholders are clearly defined.</li> </ul>
<b>Professional Learning - Mentors</b>	<ul style="list-style-type: none"> <li>Basic training opportunities are available on a voluntary basis.</li> <li>Training is offered only once or twice a year.</li> <li>Training is not based on needs assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Training is the main mode of delivery for professional learning.</li> <li>Some professional learning is based on data and may be targeted to meet needs.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Professional learning is based on data and targeted to meet needs.</li> <li>Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning opportunities are comprehensive and ongoing.</li> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Collaboration is supported.</li> <li>Professional learning is based on data and targeted to meet needs.</li> <li>Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.</li> </ul>
<b>Professional Learning – Novice Teachers</b>	<ul style="list-style-type: none"> <li>Basic training opportunities are available on a voluntary basis.</li> <li>Training is offered only once or twice a year.</li> <li>Training is not based on needs assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Training is the main mode of delivery for professional learning.</li> <li>Some professional learning is based on data and may be targeted to meet needs.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Professional learning is based on data and targeted to meet needs.</li> <li>Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning opportunities are comprehensive and ongoing.</li> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Collaboration is supported.</li> <li>Professional learning is based on data and targeted to meet needs.</li> <li>Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.</li> </ul>

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

<b>Criteria for Success</b>	<b>Beginning</b>	<b>Developing</b>	<b>Established</b>	<b>Sustaining</b>
<b>Action Plan and Resource Options</b>	<ul style="list-style-type: none"> <li>Action plan includes only professional learning activities and resource options.</li> </ul>	<ul style="list-style-type: none"> <li>Action plan includes professional learning activities, resource options and person(s) responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Action plan includes professional learning activities, resource options, person(s) responsible and timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Action plan includes professional learning activities, resource options, assessments, person(s) responsible and timeline.</li> </ul>
<b>Funding Resources</b>	<ul style="list-style-type: none"> <li>Only state funding is utilized.</li> </ul>	<ul style="list-style-type: none"> <li>State funding and limited district funding resources are utilized.</li> </ul>	<ul style="list-style-type: none"> <li>Funding is available from a variety of resources (i.e., partnerships, grants) but not consistently utilized.</li> </ul>	<ul style="list-style-type: none"> <li>Funding is available from a variety of resources (i.e., partnerships, grants) and utilized appropriately.</li> </ul>
<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure participant involvement and satisfaction with the training.</li> </ul>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure participant involvement, satisfaction with the training and how well the mentoring process was learned.</li> </ul>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>



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

<b>Mentor's Name:</b>		<b>Novice Teacher's Name:</b>	
<b>Date:</b>		<input type="checkbox"/> <b>Pre-conference</b>	<input type="checkbox"/> <b>Post-conference</b>
<p><b><i>Domain A: Organizing Content Knowledge and Student Learning</i></b></p> <ul style="list-style-type: none"> <li>➤ Becoming familiar with relevant aspects of students' background knowledge and experiences</li> <li>➤ Articulating clear learning goals for the lessons that are appropriate to the students</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson</li> </ul>	<p><b><i>Domain B: Creating an Environment for Student Learning</i></b></p> <ul style="list-style-type: none"> <li>➤ Establishing and maintaining rapport with students</li> <li>➤ Communicating challenging learning expectations</li> <li>➤ Establishing and maintaining consistent standards of classroom behavior</li> <li>➤ Making the physical environment as safe and conducive to learning as possible</li> </ul>	<p><b><i>Domain C: Teaching for Student Learning</i></b></p> <ul style="list-style-type: none"> <li>➤ Making learning goals and instructional procedures clear to students</li> <li>➤ Making content comprehensible to students</li> <li>➤ Encouraging students to extend their thinking</li> <li>➤ 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</li> <li>➤ Using instructional time effectively</li> </ul>	<p><b><i>Domain D: Teacher Professionalism</i></b></p> <ul style="list-style-type: none"> <li>➤ Reflecting on the extent to which the learning goals were met</li> <li>➤ Demonstrating a sense of efficacy</li> <li>➤ Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students</li> <li>➤ Communicating with parents or guardians about student learning</li> </ul>

***Check all that apply:***

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

**What's Working:**

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**Teacher's Next Steps:**

**Current Focus – Challenges – Concerns:**

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**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*