

GREAT MEADOWS REGIONAL SCHOOL DISTRICT
281 Rt. 46
Great Meadows, NJ 07838

MENTORING PLAN
2021-2022

Michael Mai,
Superintendent

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GMRSD Township School District

District Mentoring Plan District Profile Sheet

The district profile sheet reflects the mentoring data from the 2021-2022 School Year.

Name of District: Great Meadows Regional School District

District Code: 1785

County Code: 41

District Address: 281 Route 46

Great Meadows, NJ 07838

Chief School Administrator: Michael Mai

Mentoring Program Contact: Michael Mai

Mentoring Program Contact Phone: 908-637-6576

Mentoring Program Contact E-mail: mmai@gmrsl.com

Type of District: P-8

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 0

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 0

Number of novice (1-5 years) special education teachers with a standard license: 5

Number of Mentors 2 (carried over from 20-21 school year)

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

K to 2= 2 3 to 5= 1 6 to 8= 0 Special education =1

School Improvement Panel Plan Review

Name of District: GREAT MEADOWS REGIONAL

County: Warren

Professional Staff Members Elected to Committee:

Name (please print)	Signature	Position	Term
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Name (please print)	Signature	Position	Term
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Name (please print)	Signature	Position	Term
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Name (please print)	Signature	Position	Term
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Name (please print)	Signature	Position	Term
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Administrators Appointed to Committee:

Name & Title (please print) _____

Name & Title (please print) _____

Name & Title (please print) _____

District Contact: Michael Mai

Email: mmai@gmrdsd.com

Phone: 908-637-8672

Great Meadows Regional School District

**Teacher Mentoring Plan
Board of Education Review Notification**

The Great Meadows Regional Board of Education has received and approved the local mentoring plan developed by the Great Meadows Regional School Local School Improvement Committee. The Great Meadows Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J.A.C. 6A:9-8.4.

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

Signature of Board of Education President

Signature of Board of Education Vice President

Date

Great Meadows Regional School District
Self-Assessment Tool for District Mentoring Plan
To be completed by April 13, 2022 of the 2021-22 School Year

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

District-wide Planning Process	Yes	No	Partially
Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local School Improvement Panel (ScIP) to develop a mentoring plan aligned with state regulations?			
Does the LPDC and SCIP monitor implementation of the mentoring program and use feedback to adjust and make improvements?			
Criteria-based Selection and Matching of Mentors			
Does our district mentoring plan include at least the criteria for mentor selection in state regulations?			
Are mentors selected based on the criteria stated in state regulations?			
Does our district have criteria for matching mentors and novice teachers?			
Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?			
Mentor Services			
Do mentors receive training in the skills of conferencing and feedback?			
Do mentors receive training in the skills or providing support in areas of curriculum, instruction and assessment?			
Is there a specified expectation regarding the frequency in interactions (conferences, observations) between the mentor and novice teacher?			
Novice Teacher Services			
Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers?			
Are novice teachers brought together regularly during the year for networking opportunities?			
Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?			
School Leader Services			
Do school leaders model a range of ways to support novice teachers at their schools?			
Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?			
Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?			
District Board of Education and Community			
Do all district staff and parents know that there is a rigorous mentoring plan for quality induction programs in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?			
Is the community invited to support district efforts to nurture novice teachers?			

Great Meadows Regional School District

On Going Program Evaluation			
Does the ScIP engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program?			
Does ScIP gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?			

Teacher Mentoring Plan

Current Needs

- The changes in teacher evaluation and the implementation of ACHIEVE NJ provide guidance on mentoring and supports for novice teachers. The mentoring plan will incorporate best practices that align with ACHIEVE NJ, implementation of the New Jersey Student Learning Standards and the Charlotte Danielson 2007 model for teacher practice.
- To develop and implement a comprehensive mentor training program focusing on:
 - Developing conferencing and feedback skills
 - Providing support in the areas of curriculum, instruction, and assessment
 - Understanding the qualities of effective mentors.
- Establish guidelines for the successful matching of mentors with novice teachers.
- Provide information about the district's mentoring plan on the district's website so make it accessible to all staff and community members and invite support for the district's novice teachers.

Evaluation of the Mentoring Process

To be completed by April 13, 2022 and returned to Michael Mai

Mentor Survey

Please complete the following survey: The results are not intended for evaluation of individual mentor teachers. Rather, your answers will be compiled to provide data for the improvement of the support team.

Directions: Please circle the appropriate rating.

I. How well did you orient your mentee to the following?

A. The building and staff?	A Great Deal	Somewhat	Very Little	Not At All
B. The community?	A Great Deal	Somewhat	Very Little	Not At All
C. School rules and policies?	A Great Deal	Somewhat	Very Little	Not At All
D. Classroom rules and policies?	A Great Deal	Somewhat	Very Little	Not At All
E. The nature and needs of students?	A Great Deal	Somewhat	Very Little	Not At All
F. The content to be covered?	A Great Deal	Somewhat	Very Little	Not At All

II. Please choose a response for each item that indicates your level of need for assistance in the area described.

Possible responses:

- 1 Little or no need for assistance in this area
- 2 Some need for assistance in this area
- 3 Moderate need for assistance in this area
- 4 High need for assistance in this area
- 5 Very high need for assistance in this area

- ☐ 1. Learning more about what is expected of me as a mentor
- ☐ 2. Collecting classroom observation data
- ☐ 3. Diagnosing needs of my novice teacher
- ☐ 4. Interpersonal skills
- ☐ 5. Assisting my novice teacher with classroom management
- ☐ 6. Helping my novice teacher develop a variety of effective teaching strategies
- ☐ 7. Using principles of adult learning to facilitate the professional growth of my novice teacher
- ☐ 8. Socializing my novice teacher into the school culture
- ☐ 9. Helping my novice teacher maintain student discipline
- ☐ 10. Helping my novice teacher design a long-range professional development plan
- ☐ 11. Finding resources and materials for my novice teacher
- ☐ 12. Providing emotional support for my novice teacher
- ☐ 13. Co-teaching with my novice teacher
- ☐ 14. Managing my time and work
- ☐ 15. Problem-solving strategies
- ☐ 16. Helping my novice teacher motivate students
- ☐ 17. Helping my novice teacher diagnose student needs
- ☐ 18. Helping my novice teacher deal with individual differences among students
- ☐ 19. Helping my novice teacher evaluate student progress
- ☐ 20. Engaging in expert coaching of my novice teacher

III. Please respond to the following items.

21. List any mentor needs not addressed in section II.

22. What additional types of support should the school district provide to you and other mentors?

Evaluation of the Mentoring Process

To be completed by April 13, 2022 and returned to Michael Mai

Mentee Survey

- I.** Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

- 1 Little or no need for assistance in this area
- 2 Some need for assistance in this area
- 3 Moderate need for assistance in this area
- 4 High need for assistance in this area
- 5 Very high need for assistance in this area

- ___ 1. Finding out what is expected of me as a teacher
- ___ 2. Communicating with the principal
- ___ 3. Communicating with other teachers
- ___ 4. Communicating with parents
- ___ 5. Organizing and managing my classroom
- ___ 6. Maintaining student discipline
- ___ 7. Obtaining instructional resources and materials
- ___ 8. Planning for instruction
- ___ 9. Managing my time and work
- ___ 10. Diagnosing student needs
- ___ 11. Evaluating student progress
- ___ 12. Motivating students
- ___ 13. Assisting students with special needs
- ___ 14. Dealing with individual differences among students
- ___ 15. Understanding the curriculum
- ___ 16. Completing administrative paperwork
- ___ 17. Using a variety of teaching methods
- ___ 18. Facilitating group discussions
- ___ 19. Grouping for effective instruction
- ___ 20. Administering standardized achievement tests
- ___ 21. Understanding the school system's teacher evaluation process
- ___ 22. Understanding my legal rights and responsibilities as a teacher
- ___ 23. Dealing with stress
- ___ 24. Dealing with union-related issues
- ___ 25. Becoming aware of special services provided by the school district

II. Please respond to the following items.

26. List any professional needs you have that are not addressed by the preceding items.

27. What additional types of support should the school district provide?

III. How regularly did your mentor use the following to help you grow?

Source: How to Help Beginning Teachers Succeed (pp. 53-54), by S. Gordon, 2000, Alexandria, VA: Association for Supervision & Curriculum Development. Used in Dumont School District, NJ.

Please circle the appropriate rating.

A. Mutual goal-setting planning	A Great Deal	Somewhat	Very Little	Not At All
B. Other methods of observation and data collection	A Great Deal	Somewhat	Very Little	Not At All
C. Conferring	A Great Deal	Somewhat	Very Little	Not At All
D. Log-keeping	A Great Deal	Somewhat	Very Little	Not At All

IV. *How often did you discuss the following with your mentor?*

A. What to teach and why?	Very Often	Somewhat	Very Little	Not At All
B. How to teach and why?	Very Often	Somewhat	Very Little	Not At All
C. How to evaluate?	Very Often	Somewhat	Very Little	Not At All
D. How to use classroom assessments to inform instruction?	Very Often	Somewhat	Very Little	Not At All

V. *Evaluate how you feel about the following:*

A. Secure?	Very	Somewhat	Very Little	Not At All
B. Self-confident?	Very	Somewhat	Very Little	Not At All
C. Professional?	Very	Somewhat	Very Little	Not At All
D. Comfortable with colleagues and self?	Very	Somewhat	Very Little	Not At All
E. Comfortable with parents?	Very	Somewhat	Very Little	Not At All
F. Comfortable with students?	Very	Somewhat	Very Little	Not At All

VI. Did your mentor help you to develop an effective professional relationship with:

A. Your principal?	YES	Somewhat	Very Little	No
B. Your superintendent?	YES	Somewhat	Very Little	No
C. Other faculty?	YES	Somewhat	Very Little	No

VII. Comments:

Great Meadows Regional School District
Teacher Mentoring Plan
Vision and Goals

Vision

The purpose of the Great Meadows Regional School District's Novice Teacher Mentoring Plan is to facilitate the professional and personal growth of beginning teachers to the highest levels possible during the initial year of teaching. By supporting the needs of novice teachers through a collaborative effort we strive to help the beginning teacher acquire the knowledge and skills necessary to experience a successful induction period.

Goals

- To enhance teacher knowledge of and strategies related to the Common Core Standards in math and English Language Arts and the core curriculum content standards in all other subject areas in order to facilitate student achievement.
- Supporting new teachers in their professional growth as measured by the Danielson Framework for Teaching.
- Acclimate novice/new teachers to District Policy and school/community culture.
- To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- Strategically place master teachers to coach and observe novice/new teachers.
- To assist novice teachers in the performance of their duties.
- To assist novice teachers in adjusting to the challenges of teaching.
- To improve teaching performance through learning-focused mentoring.
- To provide novice teachers with opportunities for reflection and self-assessment.
- To retain promising novice teachers.

Great Meadows Regional School District

2021-2022 Teacher Mentor Plan

Section 1: Mentor Program Goals

1. Identify and attract qualified, knowledgeable teachers to serve as mentors to novice teachers.
2. Train mentors to enhance personal and professional skills needed to work with and guide novice teachers.
3. Ensure confidentiality in the mentor-novice relationship.
4. Provide professional development opportunities for the novice, especially in day-to-day activities, core curriculum content standards, and exemplary teaching skills.
5. Provide a contingency plan in the event that problems arise in the relationship between mentor and novice or that the relationship is unable to continue.
6. Provide a collaborative setting to promote positive and productive interactions.

Section 2:

Application Process

1. Notice of vacancy is distributed to all tenured staff.
2. Mentor applications and reference forms are available from each building principal.
3. Completed applications and reference forms are returned to the Superintendent of Schools by interested applicants by the deadline indicated.
4. Superintendent in conjunction with building principal screens and selects mentors using the mentor criteria selection checklist.

Section 3:

Mentor Selection Criteria

1. The teacher is tenured in the district and actively teaching with an effective or highly effective evaluation rating or, in the event that such a teacher is unavailable, a certified teacher with at least four years of experience, having effective or higher evaluation ratings, may be selected.
2. The teacher is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
3. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy as indicated through an effective or highly effective evaluation rating for two consecutive years.
4. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible, and where not possible, in a closely aligned subject area.
5. The teacher is knowledgeable about the social/workplace norms of the school, the board of education and the community of Great Meadows.
6. The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
7. The teacher agrees to complete a comprehensive mentor-training program.

Section 4:

Provisions for Comprehensive Mentor Training

1. Prior to beginning assignment, mentors will receive a minimum of one session of training in teacher observation and conferencing and effective instruction skills based on the Danielson Framework for Teachers.
2. Mentors will receive an orientation session covering program expectations, participant responsibilities, program activities, confidentiality, Achieve NJ legislation, and practical information.
3. Mentors will receive a minimum of one session of continuing mentor training per year as available.
4. Additional support for mentors will be provided via periodic meetings with administration and/or other professional development activities.

Section 5:

Mentor Teacher Responsibilities

A mentor teacher shall:

Serve as a professional role model in both professional and classroom practice.

Foster a trusting, confidential relationship.

Serve as coach offering constructive criticism and feedback.

Meet with novice teacher at least twice weekly in first ten weeks, and weekly thereafter. Documentation of all meetings shall be kept in the monthly mentoring documentation log.

Provide appropriate and professional feedback after a non-evaluative observation or visitation.

Model effective instructional techniques for the novice teacher.

Orient the novice teacher to district and school policies.

Provide a variety of resources to help the novice begin forming a repertoire of effective strategies and techniques.

Participate in training modules that will assist the mentoring process.

Participate in a summer New Teacher Orientation meeting to help novice teacher establish goals for the beginning of the year.

Encourage the novice teacher to record needs, questions, or comments in a journal, using the journal for discussion purposes.

Help the novice teacher identify material for a portfolio.

Participate in at least one session of continuing mentor education per year.

Maintain continued involvement in professional growth opportunities.

Great Meadows Regional School District

Teacher Mentoring Plan

Professional Learning Components for Mentors

The Great Meadows Regional School District will train and support mentors using professional trainers, resources, and materials to ensure that these components are aligned with the New Jersey Professional Standards for Teachers, Achieve NJ professional development requirements, and the New Jersey Professional Development Standards and Danielson 2007 teacher practice standards.

Training components may include:

- Roles and responsibilities of mentors.
- Communication skills.
- Trust building and interpersonal relationships.
- Adult learning theory.
- Observation and conferencing skills.
- Collegial coaching strategies.
- Planning and time management.
- Challenges of mentoring.
- Questioning techniques.
- Using standards-based formative assessments.
- Designing professional growth activities.
- Networking and reflection.

Great Meadows Regional School District

Qualities of Effective Mentors

Attitude and Character	Professional Competence and Experience
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Is regarded by colleagues as an outstanding teacher• Has excellent knowledge of pedagogy and subject matter• Has confidence in his/her own instructional skills• Demonstrates excellent classroom management skills• Feels comfortable being observed by other teachers• Maintains a network of professional contacts• Understands the policies and procedures of the school, district, and teachers association• Is a meticulous observer of classroom practice• Collaborates well with other teachers and administrators• Is willing to learn new teaching strategies from novice teachers
Communication Skills	Interpersonal Skills
<ul style="list-style-type: none">• Is able to articulate effective instructional strategies• Listens attentively• Asks questions that prompt reflection and understanding• Offers critiques in positive and productive ways• Uses e-mail effectively• Is efficient with the use of time• Conveys enthusiasm and passion for teaching• Is discreet and maintains confidentiality	<ul style="list-style-type: none">• Is able to maintain a trusting professional relationship• Knows how to express care for a novice teacher's emotional and professional needs• Is attentive to sensitive political issues• Works well with individuals from different cultures• Is approachable; easily establishes rapport with others• Is patient

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

GREAT MEADOWS REGIONAL SCHOOL DISTRICT

JOB DESCRIPTION

Title: Mentor Teacher

Qualifications: Valid New Jersey Teaching Certificate and an evaluation rating of effective or highly effective

Reports to: Principal and Superintendent of Schools

DUTIES:

1. Facilitates a compatible working relationship with the provisional teacher by discussing expectations and arriving at a mutual understanding about how best to work together.
2. Assesses the background of the provisional teacher and provides the type and amount of support indicated by this background in conjunction with the novice teacher's PDP.
3. Orients the provisional teacher to the district/school policies, procedures, and expectations.
4. Visits the provisional teacher's classroom and provides feedback, coaching and support.
5. Models effective teaching techniques.
6. Is accessible for informal support and consultation.
7. May not formally evaluate the provisional teacher. All observations and feedback provided by the mentor are for the purpose of professional development and support and should be considered confidential.
8. May share responsibility for a first-year teacher with one or more other mentor teachers.
9. Other duties as requested by the principal or superintendent of schools.

TERMS OF

EMPLOYMENT: Salary and work year to be according to stipends associated with the State Mentoring requirements.

APPROVED BY: Great Meadows Regional Board of Ed.

DATE: September 1, 2015

Great Meadows Regional Schools Mentoring Application

This form indicates your desire to mentor a novice teacher. A copy must be submitted to your principal and to the office of the Superintendent of Schools.

Name: _____ School Phone: _____

Assignment: _____

Home Address: _____

City/Zip: _____

Years Teaching: _____ Years In Current Position Please check any that apply:

_____ I have been a mentor teacher.

_____ I have been a cooperating teacher.

_____ I have received training in working in a mentoring position from a formal course.

. _____ I have maintained effective or higher evaluation ratings in the past 2 years.

_____ I have attained tenured status.

Previous mentoring experience (please list any prior mentoring experience, name of novice teacher, and year):

Previous mentor training (please list courses attended):

It is the responsibility of the applicant to get the signature of the principal, the supervisor, and a colleague to verify the following statement:

"The applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. This applicant will be able to help the Novice Teacher face the realities of teaching, set appropriate goals, and model effective teaching practice."

Principal _____

Supervisor _____

Colleague _____

Superintendent _____

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 experienced professionals, the mentor and the principal make it clear that the novice teacher is a colleague, and that 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 discussion of 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 attend the novice teacher's classes regularly 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, 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 superintendent or designee hereby agree:

- To observe and evaluate the novice teacher.
- To provide support to both the mentor and the novice teacher.
- Not to solicit evaluative comments from the mentor regarding the novice teacher.
- To allow the mentor up to five periods of release time to observe the novice teacher, if needed.

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 for quality induction program.

Mentor

Date

Novice Teacher

Date

Superintendent

Date

Great Meadows Regional School District

Professional Learning Components for Novice Teachers

The Great Meadows Regional School District will train and support novice teachers using mentors, professional trainers, resources, and materials to ensure that these components are aligned with the New Jersey Professional Standards for Teachers, NCLB professional development requirements, and the New Jersey Professional Development Standards. Training components may include:

- New teacher orientation
- Understanding and applying the New Jersey Professional Standards for Teachers
- Working within the Danielson Framework for Teachers
- Working effectively with a mentor
- Classroom and behavior management
- Meeting the needs of diverse learners
- Lesson planning
- Time management
- Self-assessment and reflection activities
- District and School Policy
- Effective communication
- Technology and its uses for instruction
- Special Education law and requirements
- Harassment Intimidation and Bullying (ABR)

Great Meadows Regional School District

Teacher Mentoring Plan

Date	Topic	Group	Present(s)
8/2021	District Mentoring Plan transmitted to Board of Education	Superintendent of Schools; Board of Education	
8/2020	District Mentoring Plan reviewed and discussed at Board Committee Meeting	Board of Education	Superintendent of Schools
9/2021	<ul style="list-style-type: none"> • Roles and responsibilities of mentor • Coaching skills • Framework for Teaching and Learning 	Mentors Novice Teachers	
2021/2022	Monthly mentoring meetings with superintendent of schools on topics related to mentoring plan requirements.	Novice Teachers	Superintendent of Schools
2021/2022	Mentor-Novice Teacher meetings on topics related to mentoring plan requirements	Mentors Novice Teachers	
2021/2022	Mentor Training follow-up	Mentors	Superintendent of Schools

Great Meadows Regional School District

District Mentoring Plan: Resource Options:

As a PDS (Professional Development School) with Centenary College, our personnel receive a discounted tuition either on campus or off site. In addition, Great Meadows Regional personnel may participate in Centenary College workshops at a discounted registration fee. The partnership also allows district administrators to participate in the Advisory Council of Centenary College Education Department and attend the Centenary College Education Forum.

Our district also provides our teachers with opportunities to attend professional development workshops out of district. These teachers are reimbursed for registration and mileage whereas they turn-key newly acquired information to colleagues via monthly faculty meetings, after-school workshops, and the inter-district professional development calendar days.

Great Meadows Regional School District

District Mentoring Plan: Funding Resources

The Great Meadows Regional School District has entered into a collaborative partnership with Centenary College. The purpose of the partnership is to create a learning community for pre-service teachers, in-service teachers, and P-12 learners, as well as provide growth opportunities for everyone involved. This partnership offers an additional avenue for enhancing professional growth opportunities as per the "No Child Left Behind" federal mandate that all classroom teachers be highly qualified. The program will focus on the following four goals:

- Improvement of student learning
- Preparation of educators
- Professional development of educators
- Research and inquiry into improving practice

This collaborative partnership expands our district's resources and helps us offer a quality mentor program for teachers new to the district.

Great Meadows Regional School District

**District Mentoring Plan:
Mentor Reflection Sheet**

1. One real benefit of being a mentor was.....
2. The biggest challenge that I had this year as a mentor was.....
3. As a mentor, I wish I had known.....
4. The most important thing I learned from my novice teacher was.....
5. One problem my novice teacher had that I did not have the tools to handle was.....
6. If I were to pass advice on to a new mentor, it would be.....
7. Mentor training programs should emphasize.....
8. Comments

Great Meadows Regional School District

**District Mentoring Plan
Novice Reflection Sheet**

1. The biggest challenge that I had this year was
2. During this first year, I wish I had knowing
3. One problem that I did not have the tools to handle was
4. One benefit of having a mentor was
5. The most important thing I learned from my mentor was
6. If I was a mentor and I had a novice teacher, I would be sure
7. Mentor training program should emphasize
8. Comments

20-Day Mentor/Novice Alternate Route Teachers

I. *FIRST* (Framework for Inducting, Training, and Supporting Teachers

(Louisiana Department of Education, 2007) Program Goals:

- Effective classroom management procedures and routines
- Effective instructional practices
- Sensitivity to and understanding of the school community
- Lifelong learning and professional growth
- District's vision and mission statements.
- Staff/faculty rosters
- Professional Teaching Standards
- District student code of conduct
- Examples of classroom management plans
- Checklists of "must do's" before school starts
- Overview of Diagnostic Reading assessment, RealTime web based teacher planner/grade book, school wide quarterly assessments (6-8)
- Interest surveys for students
- Tips on teacher/parent relations
- Tips on classroom management
- A "success journal" for teachers' daily classroom experiences
- New Jersey Student Learning Standards (math and ELA) and NJCCCS (New Jersey core Curriculum Content Standards) checklist

The Effective Teacher Presentation

-How to use research-based practices to be an effective teacher.- 30 minutes

Discussion

Discipline and Procedures -Classroom management-20 minutes

Discussion

Procedures and Routines – Getting students to follow classroom procedures-20 minutes

Discussion

Achieve NJ

Expanded Mentoring Support and Guidelines

Achieve NJ maintains the state's system of support for novice teachers and recognizes that experienced teachers who are new to a district also need specialized support during their first year. Accordingly, districts will expand their mentoring plans to include systems of support for all new teachers, not just novices entering the profession for the first time. Under Achieve NJ all novice teachers in the provisional teacher program will continue to be paired with an experienced teacher who serves as a mentor for one year.

Mentors of novice teachers are required to be trained and are expected to provide regular, confidential guidance and support, including observing and providing feedback, modeling strong practice, and initiating conversations about professional practice. Novice teachers will be evaluated by their supervisor, but evaluation results in the first year are not linked to tenure attainment.

All novice teachers and experienced teachers new to a district will receive a comprehensive orientation to the district's policies and procedures, including, in particular, training on the evaluation system.

In addition to a district orientation, experienced teachers new to the district will receive tailored supports including occasional mentorship by a supervisor, colleague or team. The nature and intensity of these supports will be determined by the supervisor in consultation with the new teacher during the creation of the individual professional development plan upon transfer to the district.