

Monroe Township Public Schools

Gloucester County

District Mentoring Plan

2008/09

2009/10

2010/11

Revised August 29, 2008

**Monroe Township Public Schools
District Mentoring Plan**

Table of Contents

	Page No.
Section 1: District Profile	
District Profile Sheet	3
LPDC Sign-off Sheet	4
Board of Education Approval Form	5-7
Section 2: Needs Assessment	
Current Assessment of the Mentoring for Quality Induction Program	8-10
Current Needs of District Mentoring Plan	11
Section 3: Vision and Goals	
Mentoring Program Vision	12
Mentoring Program Goals	12
Section 4: Mentor Selection	
Guidelines for Selection of Mentors	13
Application Process and Criteria for Selection of Mentors	14
Section 5: Roles and Responsibilities for Mentors	15-16
Section 6: Professional Learning Components for Mentors	17
Section 7: Professional Learning Components for Novice Teachers.....	18-20
Section 8: Action Plan for Implementation (with timeline).....	21-25
Section 9: Resource Options Used	26-30
Section 10: Funding Resources	31
Section 11: Program Evaluation	32

Plan Approval and the Local Board of Education

Resource 7: District Profile Sheet

District Profile Sheet

The district profile sheet reflects the mentoring data from the 2007-2008 school years.

Name of District: Monroe Township Public Schools

District Code: 3280 County Code: 15

District Address: Monroe Township Public Schools
Maple Grove Administration Building
75 E. Academy Street
Williamstown, NJ 08094

Chief School Administrator: Vincent Tarantino

Mentoring Program Contact: Lesley McGiboney

Mentoring Program Contact Phone Number: 856-629-6400 x 1007

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

Other (specify): _____

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 4

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 27

Number of novice special education teachers with a standard license: 1

Number of Mentors: 32

Identify the number of novice teachers in the following areas:

K-5 7 6-8 8 9-12 11 Special Education (all grades): 5

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

Plan Approval and the Local Board of Education

Resource 8: District Board of Education Approval and Comment Form

Date Plan received: June 2,, 2008
 Date Plan reviewed: June 13, 2008
 Date Plan returned for revision: June 13, 2008
 Date Plan accepted: June 28, 2008

District: Monroe Township Public Schools County: Gloucester

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

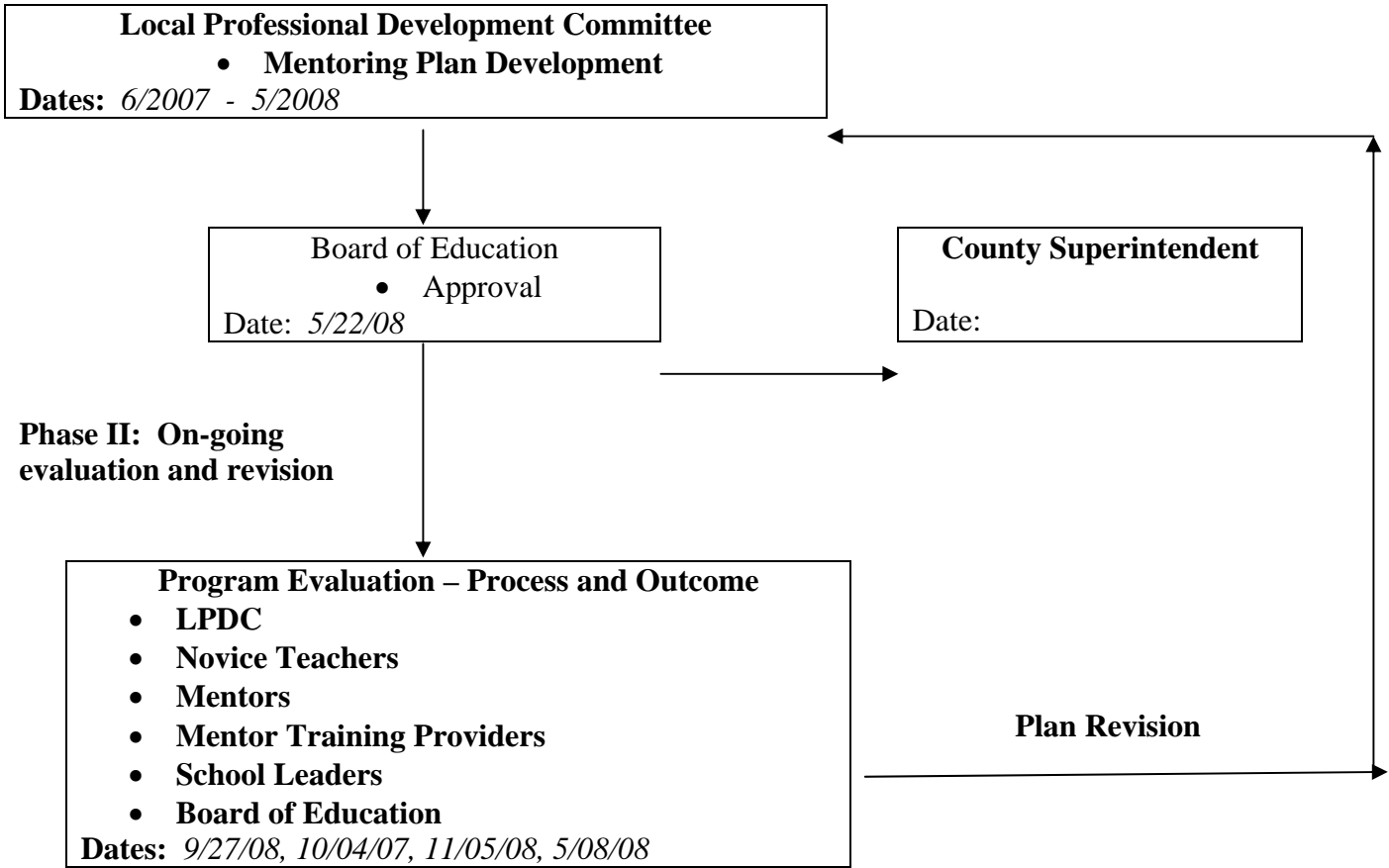
Source: New Jersey Department of Education, Mentoring Task Force, 2005.

Plan Approval and the Local Board of Education

Resource 2: Graphic for Timeline of District Mentoring Plan Development and Approval Process

- Alignment of Mentoring Plan with . . .**
- N.J.A.C. 9-3.3 NJ Professional Standards for Teachers
 - N.J.A.C. 6A:9-8.4 Regulations for Local Mentoring Plan

Phase I – Start of Process



Source: New Jersey Department of Education, Mentoring Task Force, 2005.

Plan Approval and the Local Board of Education

Resource 10: District Board of Education Approval Notification

District Board of Education Approval Notification

County Superintendent

The Monroe Township Board of Education has reviewed and approved the local mentoring plan developed by the Monroe Township Local Professional Development Committee. The Monroe Township 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)

Valerie A. Mercurio

(Signature of Board of Education Vice-President)

Robert Graham

(Date)

To: Monroe Township Public Schools Administration/Staff
Please denote your Building: HG OK R W MS HS CA

From: 100 Hours Professional Development Council

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY (revised)

Date: January, 2008

Survey Purpose

In order to provide Professional Development opportunities to meet our teachers’ needs, we would like to identify information regarding the topics you are interested in, the type of staff development delivery model you prefer, and concerns you may have about implementing these new concepts. The information derived from this survey will assist the 100 Hours Professional Development Council in planning future professional development to support district objectives and to support our mission to include additional “best practices” methodology in our classroom instruction.

Topics

Below each heading are current topics in education. Place a “✓” next to the areas that would be of interest to you.

PLEASE IDENTIFY YOUR PRIORITY TOPICS OF INTEREST

Assessment

	Creating and Using Rubrics (a system for assessing student work based on specific criteria)
	Authentic and Performance-Based Assessments
	Classroom Grading Practices
	State Assessment Articulation and Preparation

Classroom Teaching Strategies

	Project Based Learning
	Motivation for At Risk Learners
	Literacy Across the Curriculum
	Integration of Technology in Instruction
	Analyzing Data and Student Outcomes
	Differentiated Instruction
	Cross-Content Strategies
	Linear K-5 Writing Process

Teaching Practices

	Standards-Based Math Program (Elementary)
	Best Practices in Teaching (Peer Articulation)
	Reflective Practice
	Action Research
	Collaborative Teaching-Content Integration, Team Teaching, Creative Scheduling
	Thematic Content Integration
	Nutrition and Wellness
	Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

Behavior Management and Interventions
Motivational Strategies for the Disaffected Student

Outreach

Connections between Home/School
Community Support

Thinking and Learning

Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
Student Learning Profiles/Styles
"Let Me Learn" Learning Process

Technology

Whiteboard Technology	Publisher (i.e. newsletters, brochures, etc.)
Microsoft Office Applications	Web Page Design
Using a Database	Video Conferencing
Using Excel Spreadsheets	iMovie
PowerPoint or eZedia	Current Educational Software Options
Power School	iPod

Other

Curriculum Mapping with the Revised Standards
Grant Writing
Equity Issues
Mentoring
Standards Review and Analysis
Right to Know
Suicide Prevention
CPR

Special Education

Related Services with in the Classroom (OT, PT, Speech)
Writing Effective IEP'S (PLEP Statements, Goals and Objectives)
New IDEA Mandates (when available)
PAC/I & R's (Intervention & Resource) Committees
APA Training
The Tourettes and Asperger Child

Content Area Specialization at Middle and High School

Please identify specific areas:

	• Science
	• Social Studies
	• Math
	• Language Arts
	• World Language
	• Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

Collaborative Study Groups	After School Meetings
An Expert Presenting Information	Grade-Level Articulation Meetings
Receiving Materials on the Topic to Read	Summer Workshops
Collaboration with Another Teacher	Out-Of-District Workshops
Peer Coaching by Another Teacher	Future In-Service Days
Self-Paced Web Study Course	Graduate Courses
Action Research Conducted in Classrooms	CEU Programs of Study
Facilitating a Workshop	Other:
Teaching and Learning Meeting	Professional Learning Community

Please identify additional interests and concerns:

To: MONROE TOWNSHIP PUBLIC SCHOOLS ADMINISTRATION/STAFF/PARENTS
 BUILDING:

From: 100 Hours Professional Development Council

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: January 2008

Number of Staff Selecting:	TOP 10 Priority Topics:	WHS/CA	WMS	HG	OK	R	WH
91	Motivational Strategies for the Disaffected Student	25	24	12	13	6	11
75	Motivation for At-Risk Learners	16	18	10	12	9	10
74	Behavior Management & Interventions	11	18	14	10	7	14
71	Creating Meaningful Learning Centers	8	17	11	11	7	17
62	Whiteboard Technology	14	13	15	7	1	12
58	Power School	16	11	10	4	2	15
55	Integration of Technology Intro Instruction	8	14	14	7	3	9
50	Connections Between Home & School	7	14	8	7	4	10
47	Differentiated Instruction	8	19	7	3	2	8
46	CPR	15	10	7	4	2	8

Top 10 building level choices

SECTION 3: VISION AND GOALS

Vision Statement

The purpose of the Monroe Township Public School novice teacher induction program is to provide professional and emotional support for the novice teacher through mentoring and other complementary programs. The result of our program will be rapid professional growth and confidence of novice teachers, increased collegiality among all staff, and enhanced student learning.

Research indicates that providing a mentoring program for novice teachers is a contributing factor in promoting student achievement. Many novice teachers leave teaching within the first three years due to the challenges of the classroom; with an effective mentoring program, the necessary mechanisms will be put into place to offer the novice teacher the resources and support that are needed to be successful in the classroom. Offering novice teachers a well developed mentoring program is critical in assuring that they receive the collegial support and guidance that is needed to develop effective teaching and classroom management strategies.

The Monroe Township Public School District believes that by providing a quality mentoring program they will better prepare the novice teacher to handle the challenges of the classroom during the critical first years; thereby, retaining the majority of the candidates that might leave the profession. The mentoring program offered to novice teachers will assist them in providing instruction to students which will in turn enable them to meet the Core Curriculum Content Standards and pass mandated state assessments. Excellence in teaching can yield higher student achievement through a quality mentoring program. With this purpose in mind, Monroe Township Public School District will provide the novice teacher with an overview of their mentoring program so that each will understand their roles and responsibilities in this vital endeavor and assign mentors at the beginning of their first year.

Goals

As stated in NJAC 6:11 – 14.4, the goals of the Monroe Mentoring Plan are:

- A. To enhance teacher knowledge of and strategies related to the Core Curriculum Content Standards in order to facilitate student achievement.
- B. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- C. To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.
- D. To comply with the state requirement for 20 day mentoring of alternative route teachers, meeting at a minimum of 90 hours and additional 30 weeks of mentoring.

SECTION 4: MENTOR SELECTION

Guidelines for Selection of Mentor Teachers

Critical to a mentoring program's success is the selection of mentor candidates who are competent professionals and who are willing and able to help others gain similar knowledge and skills. A mentor teacher should have demonstrated classroom success during their years of service and should be able to provide the novice teacher a relationship that is collegial and secure in order to reach expected outcomes.

Mentoring a novice teacher is a serious responsibility, one that should be entered into of an experienced teacher's own choosing. Mentor teachers must have tenure. They should apply in writing to their local committee expressing an interest in becoming a mentor. Teachers selected will be given both formal and informal opportunities to develop their skills as a mentor teacher during the school year.

Alternate Route Teachers

In the case of an alternate route teacher, the mentor and novice teacher shall meet with the support/resident teacher (i.e. the certificated teacher who spends the first 20 school days with the alternate route teacher), to exchange pedagogical information.

NJAC: 11-14.5 requires that mentors be selected based upon the following criteria:

1. The teacher is tenured in the district and actively teaching;
2. The teacher is committed to the goals of the local mentor plan, including respect for the confidential nature of the mentor/novice teacher relationship;
3. The teacher has demonstrated an exemplary command of content area knowledge and of pedagogy;
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 district board of education and the community the district board serves;
6. The teacher is knowledgeable about the resources and opportunities in the district board of education and able to act as a referral source to the novice teacher;
7. The teacher provides three letters of recommendation from those who are familiar with the mentor teacher applicant's work; and
8. The teacher agrees to complete a comprehensive mentor-training program.

MENTOR APPLICATION AND ASSIGNMENT

Part A – Mentor Teacher application form.

I am interested in being considered for the position of a mentor. I understand the role of the mentor is a critical factor in the success of a novice teacher.

Directions: Answer the following questions and forward the completed form to the Mentoring Committee. Use the reverse side of this form to answer the question, if necessary. Please attach three completed reference forms to this application.

Name _____

School _____

Subject/Grade Level _____

1. Why do you want to be a mentor? What abilities and experiences do you bring to the process of mentoring beginning teachers?

2. How are you keeping current in curriculum areas?

Teacher's signature: _____ Date: _____

Part B – Principal's mentor-novice assignment

I have assigned: _____ to _____

Mentor Teacher

Novice Teacher

Grade level/position _____ a first/second year teacher for
the 20 ____ 20 ____ school year.

Principal's signature: _____ Date: _____

Principal: Please return this completed form to the Superintendent's office

SECTION 5: ROLES AND RESPONSIBILITIES FOR MENTORS

In a report of the *Joint Task Force on Teacher Preparation* titled “Making Teaching a Major Profession”, the JTTP reported: the mentor teacher will have primary responsibility for demonstrating different strategies and modes for the daily supervision of beginning teachers. Mentor teachers will spend time helping the novice teachers understand the curriculum, the students, the teaching/learning process, and the political and social environment of the school. They will support new teachers through what is often an isolating experience and introduce them to the notions of corporative and team approach to teaching.

Prospective mentor teachers should be: a caring individual, a good classroom manager, a master teacher who is knowledgeable about learning and learners as well as subject matter, a risk taker, a reflective practitioner who is articulate and analytical about teaching, a good listener, someone who enjoys learning and teaching, enjoys working with children/students as well as adults, one who is sensitive, flexible, fair, and knowledgeable about school and school systems. Based on those characteristics a mentor teacher will be able to fulfill the following roles: analyzer, modeler, coach, prober, empathizer, communicator, promoter of risk taking, a diplomat, supervisor, nurturer, observer, counselor, motivator, goal setter, positive reinforcement, respecter of own and other adults’ potential for learning, growth, and change. Selected mentor teachers should have demonstrated classroom success as demonstrated by administrative observation and student performance. If there are no qualified teachers available, the district reserves the right to seek qualified mentors from outside the district.

Nurturing and motivating an adult requires sensitivity and an awareness of adult development and learning in collegial relationships and will; therefore, call for new approaches to these roles for most teachers.

Monroe Township School District – Mentor Teacher Preparation Program

Each first time mentor is required to attend a workshop(s) that will enable him or her to know and be able to do the following:

- Understand the experiences, qualities, and principles they bring to mentoring.
- Understand the different roles and responsibilities of mentors for novice teachers.
- Develop and use collegial communication and feedback strategies.
- Develop and use a systematic repertoire of strategies and activities for mentoring.
- Understand how to develop a trusting and productive relationship with a novice teacher colleague.
- Work with novice teacher colleagues on curriculum and assessment planning that meets the NJ Core Curriculum Content Standards.
- Engage in collegial and productive peer coaching with a novice teacher.
- Model and facilitate the use of critical thinking and reflection about teaching and learning.
- Model and facilitate the development of democratic classroom practices.
- Model and facilitate the development of inclusive classrooms.
- Model and facilitate the stewardship of best practice and professionalism.

Responsibilities for the Mentor

- A) An initial meeting shall be held between the mentor teacher and the novice teacher to define their relationship and come to a mutual understanding of how best to work together. This will be held before the start of the school year, when possible.
- B) The mentor will establish a relationship with the novice teacher that encourages the novice teacher to ask questions that facilitate the providing of information and support by the mentor.
- C) The mentor will assist the novice teacher in adjusting to, and becoming familiar with, the school and school's policies and procedures, resources, referral systems, etc.
- D) The mentor will visit the novice teacher's classroom at least four times during the year and give appropriate feedback, teaching tips and techniques, and suggestions for improvement. Visitations will focus on areas previously agreed upon in a pre-visit conference.
- E) The mentor shall encourage the novice teacher to take advantage of any resources that would be of benefit. These would include visits to the class of the mentor and other experienced classroom teachers, both in and out of the building.
- F) All information shared between mentor and the novice teacher shall be confidential.
- G) The mentor shall confer regularly with the novice teacher, particularly before and after observing a lesson.
- H) The total time of mentoring shall occur over 30 weeks of the first year with 90 hours of time dedicated to the mentoring process.
- I) Payment to the mentoring teacher is to be made under the guidelines established by the contract between the Monroe Township Teachers' Association and the Monroe Township Board of Education.
- J) The mentor will meet 2 times monthly to establish a relationship with the novice teacher that encourages the novice teacher to ask questions that facilitate the providing of information and support by the mentor.

SECTION 6: PROFESSIONAL LEARNING COMPONENTS FOR MENTORS

In alignment with the New Jersey Professional Standards for Teachers, numerous benefits can be expected from successful mentoring programs. New teachers receive the support they need to become confident professionals. Professional growth is stimulated in mentors as they re-examine their own teaching beliefs and practices as they develop the competencies to share their expertise. The opportunities for mentors to pass along the knowledge and skills they have gained through experience serves as powerful, professional incentives for mature teachers. The leadership opportunities, training, and compensation available to mentors contribute to greater job satisfaction. School districts benefit from the increased competence and satisfaction of new teacher's development of collegial relationships between new teachers and mentors which can be used to further improve school goals. Mentors will be eligible for one hour of Professional Development credit for each week they serve in that capacity up to a cap of 75 hours in a five-year period.

In summary, while mentoring programs are often created primarily to benefit new teachers, they should be viewed as interactive systems that benefit all participants.

SECTION 7: PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

District Mentoring Committees

The local Professional Development Committee will serve as the Mentoring Committee. Their role will be to develop and administer a mentoring program consistent with the district program. A cadre of mentoring teachers will be selected to oversee professional development for teachers and novice staff, provide appropriate orientation for school building administrators, provide a system that maintains confidentiality between mentoring pairs, facilitate a coordinated, periodic, and annual assessment of the mentoring program, and provide feedback to the university from which the new teacher graduated regarding the novice teachers' assessment of their teacher preparation experiences. Assignment of mentors by the building principal will be done in an equitable manner to ensure that all qualified teachers have an opportunity to participate in the program. All new teachers must receive a total of 90 hours of mentoring during their first year of teaching.

Matching Mentor/Novice Teacher

The matching of the mentoring pairs is critical to the success of any mentoring program. The school's principal will often carry out this matching. The following recommendations are suggested for this process:

1. The mentor should have an assignment that is closely related to that of the novice teacher (subject matter and grade level).
2. The mentor and novice teacher should be located close to each other.
3. The mentor and novice teacher should have compatible ideologies about teaching and classroom management.
4. Pairing the same mentor/novice teacher for the second year of the program should be done by mutual agreement of both parties. Although there can be no guarantee that these suggestions will insure the success of the mentoring relationship, failure to heed them may often lead to problems.

Individual Mentor Plan (IMP)

Each first and second year teacher (if the second year of the mentoring program is funded by the state) Monroe Township will be required to have an Individual Mentor Plan. The Individual Mentor Plan should be based on the Novice Teacher's Professional Improvement Plan (PIP) that includes goals for further growth. The PIP should be mutually developed between the teacher and the evaluator. After these areas have been identified, the Mentor plays a supportive role and helps to write a plan of action to help the novice teacher achieve their goal(s), thus creating an Individual Mentor Plan. Hopefully, these plans will indicate a sharing and exchange of practices and ideas. However, please keep in mind that a novice teacher should also seek advice and direction from the Administrator and then bring that information back to the Mentor.

The following are the basic steps or elements that make up the IMP:

1. A need or point of interest is identified through the PIP process. This is accomplished by teacher self-assessment and/or consultation with the evaluator.
2. A plan for meeting the need or goal is developed, including objectives that describe changes that will result from the study of the goal. The objectives may be expressed as changes in student learning or teacher practices or beliefs.
3. Learning activities are designed, planned, and completed by the teacher. These may be, but are not limited to, self-study activities, training sessions, and/or joint work
4. An ongoing, informal assessment of the IMP between the mentor and the novice teacher would be helpful prior to an interim or final evaluation conference with the evaluator. If adjustments, additions, or changes seem appropriate in the original plan, they also need to be reviewed and agreed upon by the Administrator(s) involved.

Summary

The standards-based teaching portfolio encourages teachers to reflect on their planning skills, use of resources, professional reading, work with colleagues and parents, and other teaching behaviors that might not be evident in a typical classroom observation. In addition, the teaching portfolio can capture aspects of actual instruction that might otherwise disappear in an instant, without a trace. The portfolio makes the teaching experience more tangible and permanent so that there is ample time and opportunity for reflection on practice. Teachers will analyze student performance for verification of improvement related to teaching practice.

Common Mentoring Activities

Before mentoring begins:

- Mentors receive training in communication, teacher observation and conferencing, and effective instruction skills.
- Mentors and new teachers attend an orientation session covering program expectations, participant responsibilities, and program activities.
- Mentors and new teachers meet in the new teachers' classrooms to talk about practical considerations for the opening of school such as: room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week.

During the first few months of school:

- Mentors and new teachers meet frequently, both formally and informally, to discuss issues of instruction and classroom management.
- Mentors provide emotional support to new teachers.
- Mentors observe new teachers once a week and give feedback.

During the remaining months of the school year:

- Mentors and new teachers meet less often.
- New teachers observe in mentors' classrooms.
- Mentors and new teachers establish a dialogue on effective teaching.
- Mentors and new teachers review their relationship to determine whether it should continue.

At the end of the school year:

- Mentors and new teachers evaluate the program.
- Mentors and new teachers participate in a recognition ceremony.
- New teachers must receive a total of 90 hours of mentoring during their first year of teaching.

SECTION 8: ACTION PLAN FOR IMPLEMENTATION

A. List of Professional Development Opportunities

Mentor teachers will be included in all MTPS Professional Development opportunities and activities as described in the “MTPS Gloucester County 100 hours District Professional Development Plan 2008-2009, Section 5A.”

The quality of education depends on the quality of the educators. Therefore, the overall purpose of Professional Development is to support high quality, sustained, intensive, professional development in order to ensure that each student performs optimally.

The focus of our district’s plan is defined by what students should know and be able to do as identified in our curriculum and as outlined in the New Jersey Core Curriculum Content Standards. The professional development program must not only relate to the goals and objectives of the district, but must also respond to the unique needs of each building, department, and individual staff member as he/she works to improve student achievement.

During the school year, the staff will be involved in a wide array of professional development opportunities that will foster student achievement. Our professional development opportunities will include, but not be limited to, the following:

- Aligning Curriculum, Instruction and Student Assessment with the New Jersey Core Curriculum Content Standards and State Testing Specifications (for the NJASK 3, 4, 5, 6, 7, & 8, HSPA, EOC Exams)
- Improving Achievement in Literacy and Mathematics
- Motivational Strategies
- Instructional Technology Integration
- Flex Grouping
- Critical Thinking
- Web Page Design
- Creating Rubrics
- Classroom Time Management
- Behavioral Management
- Project Based Learning
- Crisis Intervention
- Grading Practices
- Remediation for At Risk Students
- Writing Across the Curriculum
- Differentiated Instruction
- Violence Prevention
- Character Education
- Co-Teaching Partnerships
- Beginning Teacher Induction Program
- Content Area Specific Workshop Conferences to Enhance Knowledge of Subject Matter/Improve Student Achievement
- Infusing Study Skills to Promote Higher Achievement
- Suicide Prevention
- Teaching Reading Through The Content Areas
- Student Management Systems
- Best Practices for Special Needs Students
- Harassment/Bullying

SECTION 8 – (continued)

- Effective Teaming/Interdisciplinary Instruction
- Current Best Strategies for Co-Teaching/Inclusionary Practices
- Effective Strategies for Modifying Curriculum Instruction and Assessment to Meet the Needs of Exceptional Students
- IEP/504/IR&S Team Training – Code Requirements
- Effective Strategies for Meeting the Needs of ADD & ADHD
- Curriculum Development and Articulation/Mapping
- Standardized and State Testing Analysis
- Restructuring and Improving Student Assessment to Enhance Student Achievement
- Bloodborne Pathogens
- Study Groups/Action Research
- Curriculum Writing
- Right to Know
- CPR
- Writers Workshop
- Internet Safety
- Writing Literacy
- The Constructive Classroom
- Student Portfolio
- Curriculum Mapping and Essential Questions
- At-Risk Learners – “Under Resourced Learners” Ruby Payne

Additionally, mentor teachers will be afforded opportunities to attend various seminars for new teachers provided by the Beginning Teacher Induction Center (BTIC) of Rowan University. These training areas are as follows:

- Mentor Teacher Training Institute
- Beginning the School Year
- Classroom Management for New Teachers
- Common Concerns of New Teachers
- Preparing for Effective Parent-Teacher Conferences
- Managing the Inclusive Classroom - Elementary
- Managing the Inclusive Classroom - Secondary
- Mentor Teacher Training
- School Law
- Classroom Management II
- Standards and Assessments
- Cooperative Learning Elementary, Middle & High School Teachers
- Peer Coaching
- Time Management
- Fostering Positive Classroom Management through Character Education
- Clinic on Ending the School Year
- Aligning Curriculum, Instruction and Student Assessment with the New Jersey Core Curriculum Content Standards and State Testing Specifications (including NJASK 3, 4, 5, 6, 7, & 8, HSPA, EOC Exit Exams)
- Violence Prevention
- Character Education
- Co-Teaching Partnerships
- Classroom Reflective Practice

**Monroe Township Public School Action Plan
Mentoring Plan Implementation
June 2008 – June 2011**

Goal: To provide an on-going and sustained mentor teacher program for professional and emotional support of the novice teacher through mentoring and other complimentary programs resulting in rapid growth of novice teachers increased professional collegiality among all staff and enhanced student learning.

Activity	Time Frame	Desired Outcome	Persons Responsible	Evaluation/ Documentation
Disseminate Mentoring Plan Schedule to appropriate staff	Summer 08 Summer 09 Summer 10	Provide mentoring opportunities for novice teachers	Administration	The Plan
Provide “Mentor Teaching” Training Institute	Summer 08 Summer 09 Summer 10	Improve mentor teacher support strategies	Local School Administration Rowan BTIC Local Prof. Dev. Comm.	Evaluation critique
Provide “Beginning of the School Year” Training	Aug 08 Aug 09 Aug 10	Reduce beginning of the year anxiety/improve preparation techniques for Opening Day	Administration Rowan BTIC EIRC	Evaluation critique
Provide “Navigating the Culture of Your School” Training	Aug 08 Aug 09 Aug 10	Improve comfort level and workplace readiness	Administration EIRC	Evaluation critique
Provide “School Law” Training if needed	Aug 08 Aug 09 Aug 10	Improve vital knowledge levels for all educators	Administration EIRC	Evaluation critique
Provide “Current Technology Integration” Training	Aug 08 Aug 09 Aug 10	Improve tech knowledge of electronic grade books, Resources, Distance Learning, LCD Projects, etc.	Administration EIRC	Evaluation critique
Provide “Classroom Management” Training	Aug 08 Aug 09 Aug 10	Improve classroom management techniques and practices	Administration	Evaluation critique

Monroe Township Public School Action Plan
Mentoring Plan Implementation
June 2008 – June 2011

Goal: To provide an on-going and sustained mentor teacher program for professional and emotional support of the novice teacher through mentoring and other complimentary programs resulting in rapid growth of novice teachers increased professional collegiality among all staff and enhanced student learning.

Activity	Time Frame	Desired Outcome	Persons Responsible	Evaluation/ Documentation
Provide Sharing Sessions for Discussion of New Teacher Concerns	Sept 08 Sept 09 Sept 10	Address common educational concerns of new teachers	Administration Staff Rowan BTIC Harcourt Staff	Minutes Evaluation critique
Provide “current issues” training as needed	Sept 08 Sept 09 Sept 10	Focus on current issues such as: gang awareness, suicide prevention, internet safety, harassment, character education, anti-bullying	Administration NJ Dept. of Corrections Gloucester County. Prosecutors Office	Evaluation critique
Provide training on best-practice discipline strategies in the classroom	Sept 08 Sept 09 Sept 10	Classroom Management Strategies	Administration staff	Evaluation critique
Provide “Preparing for Effective Parent-Teacher Conferences” Workshop	Oct 08 Oct 09 Oct 10	Address preparation for successful Parent-Teacher conferences	Administration BTIC	Evaluation critique Parent Feedback
Provide K-12 “Aligning Curriculum, Instruction and Student Assessment w/NJCCCS and State Testing Specifications” Training	Oct 08 Oct 09 Oct 10	Improve curriculum delivery, instructional techniques and assessment strategies, Active Learning Strategies to engage learners	Administration Staff NJ DOE Prof. Development Providers	Evaluation critique Test Results
Provide “managing the Inclusive Classroom” Seminar	Nov 08 Nov 09 Nov 10	Improve Inclusive Classroom strategies and practices	Administration BTIC	Evaluation critique Teacher Evals
Provide “K-12 Cooperative Learning” Training for all levels	Nov 08 Nov 09 Nov 10	Incorporate Cooperative Learning activities strategies into daily classroom environment	Administration Rowan BTIC	Evaluation critique

Monroe Township Public School Action Plan
Mentoring Plan Implementation
June 2008 – June 2011

Goal: To provide an on-going and sustained mentor teacher program for professional and emotional support of the novice teacher through mentoring and other complimentary programs resulting in rapid growth of novice teachers increased professional collegiality among all staff and enhanced student learning.

Activity	Time Frame	Desired Outcome	Persons Responsible	Evaluation/ Documentation
Provide K-12 “Motivational Assessment Strategies” Training	Jan 09 Jan 10 Jan 11	Improve student motivation for state assessment administration	Administration Staff NJ DOE Prof. Development Providers	Evaluation critique
Provide “Peer Coaching” Training	Feb 09 Feb 10 Feb 11	Increase professional growth through Collaboration for Novice Teachers & Mentors	Administration Rowan BTIC	Evaluation critique
Provide “Time Management” Training	Mar 09 Mar 10 Mar 11	Balance personal and professional responsibilities	Administration BTIC	Evaluation critique Lesson Plans
Provide “Differentiated Instruction” Training	Mar 09 Mar 10 Mar 11	Incorporate Differentiated Instruction into daily classroom practice	Administration BTIC	Evaluation critique Lesson Plans
Provide “Fostering Positive Character Education” Training	Apr 09 Apr 10 Apr 11	Incorporate Character Education practices throughout the school and community	Administration Community of Caring Staff	Evaluation critique Lesson Plans
Administer Mentor/Novice Teacher Needs Assessment	May 09 May 10 May 11	Reflective Practice through a needs assessment	Administration Local Prof. Development. Comm.	Needs Assessment Survey Document
Address Mentor/Novice Teacher Program Revision Needs	Jun 09 Jun 10 Jun 11	Annual revision of Mentoring Plan and program offerings	Administration Local Prof. Development. Comm.	Revised Plan

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development

Appendix 4: Resources

Electronic Resources

Websites

American Federation of Teachers: www.aft.org

Beginning Teacher's Toolbox: <http://www.inspiringteachers.com>

Best Practice Resources: <http://www.teachermentors.com>

Center for Cognitive Coaching: <http://www.cognitivecoaching.cc>

Education World: <http://www.educationworld.com>

Mentor Support Center: <http://www.teachers.net>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

National Education Association: www.nea.org

- A Better Beginning: Helping New Teachers Survive and Thrive:

<http://www.nea.org/teachershortage/betterbeginnings.htm>

- NEW Foundation for Improvement in Education: <http://www.nfie.org/publications/mentoring.htm>

National Staff Development Council: www.nsd.org

North Central Region Educational Laboratory: <http://www.ncrel.org/he/tot/index.html>

The Mentor Center: <http://www.teachermentors.com>

The New Teacher Center, University of California Santa Cruz: <http://www.newteachercenter.org>

U.S. Department of Education: www.ed.gov/index.jsp

Videos

Being the Best You Can Be. Manhattan, Kansas: Master Teacher, Inc. (Mentoring Teachers to Mastery Series)

Classroom Management At Its Best. Manhattan, Kansas: Master Teacher, Inc. (Mentoring Teachers to Mastery Series)

Conquering The First Day, First Week, and First Month. (2000). Manhattan, Kansas: Master Teacher, Inc. (Mentoring Teachers to Mastery Series)

Ensuring Students Learn: Practice, Feedback, and Assessment. Manhattan, Kansas: Master Teacher, Inc. (Mentoring Teachers to Mastery Series)

Mentoring: Guiding, Coaching, and Sustaining Beginning Teachers. (Nidday & Boreen 2003). Portland, ME: Stenhouse Publishers.

Mentoring conversations. The New Teacher Center @ University of California, Santa Cruz.

Mentoring the New Teacher. (1994). Alexandria, VA: Association for Supervision and Curriculum Development.

The Mentoring Connection: Teachers Helping Teachers. Bishop, GA: The Teacher's Workshop.

Teacher Induction, Mentoring, and Renewal. Sandy, UT: The Video Journal of Education.

Differentiated Instruction. Wormeli, Rick

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development

Appendix 4: Resources (*continued*)

Print Resources

- Abbey, O. (2003). *A practical guide for new teachers: Getting started, surviving, and succeeding*. Norwood, MA: Christopher-Gordon Publishers.
- Association for Supervision and Curriculum Development. (1999). *Mentoring to improve schools: Facilitator's guide*. Alexandria, VA: Author.
- Barbnecht, A. & Kieffer, C. (2001). *Peer coaching*. Andover, MA: Skylight Publishing
- Boreen, J., Johnson, M., Niday, D. & Potts, J. (2000). *Mentoring beginning teachers: Guiding, reflecting, coaching*. York, Maine: Stenhouse Publishers.
- Boreen, J. & Niday, D., with Johnson, M. (2003). *Mentoring across boundaries*. Portland, Maine: Stenhouse Publishers.
- Breaux, A. & Wong. (2003). *New Teacher induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry Wong Publications.
- Chang, S. (2004). The roles of mentors in electronic learning environments. *AACE Journal*, 12 (3), 331-342. Retrieved from <http://www.aace.org/pubs/AACEJ/kidpart.ctm?paperID=27>.
- Cohen, N. (1995). *Mentoring adult learners: A guide for educators and trainers*. Malabar, FL: Krieger.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. & McGreal, T. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Dantonio, M. (1995). *Collegial coaching: Inquiry into the teaching self*. Bloomington, IN: Phi Delta Kappa.
- Darling-Hammond, L., Wise, A., & Klein, S. (1999). *A license to teach: Raising standards for teaching*. San Francisco, CA: Jossey-Bass Publishers.
- Daresh, J. (2003). *Teachers mentoring teachers: A practical approach to helping new and experienced staff*. Thousand Oaks, CA: Corwin Press
- Davis, B. & Gloom, G. (Nov/Dec 1998) Support for new teachers. *Thrust for Educational Leadership*. Sacramento, CA: Association of California School Administrators.
- Downey, C., Steffy, B., English, F., Frase, L., & Poston, W. (2004). *The three-minute classroom walk-through: Changing school supervisory practice one teacher at a time*. Thousand Oaks, CA: Corwin Press
- Easton, L. (Ed.) (2004). *Powerful designs for professional learning*. Oxford, OH: National Staff Development Council.
- Educational Testing Service. (2001). *Pathwise: Framework induction program*. Princeton, NJ: ETS.
- Fuller, F., & Brown, O. (1975). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6, 207-226.
- Gabriel, J. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C. (1990). *Supervision of instruction: A developmental approach* (2nd Ed.), Boxton, MA: Allyn and Bacon.
- Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Hicks, C., Glasgow, N., & McNary, S. (2005). *What successful mentors do: Research-based strategies for new teacher induction, training, and support*. Thousand Oaks, CA: Corwin Press.
- Jonson, K. (2002). *Being an effective mentor: How to help beginning teachers succeed*. Thousand Oaks, CA: Corwin Press

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development

Appendix 4: Resources (*continued*)

Print Resources

- Johnson, L., Freedman, S., Aschheim, B., & Krupp, V. (2003). *Mentoring works: A sourcebook for school leaders*. Newton, MA: Teachers.
- Joyce, B. & Showers, B. (1982). The coaching of teaching. *Educational Leadership*, 40 (1), 4-12.
- Joyce, B. & Showers, B. (1983). *Power in staff development through research on training*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Killion, J. (2002). *Assessing impact: Evaluating staff development*. Oxford, OH: National Staff Development Council.
- Kirkpatrick, D. (1998). *Evaluating training program: The four levels*. (2nd Ed.). San Francisco, CA: Berrett-Kohler Publishers, Inc.
- Kortman, S. & Honaker, C. (2002). *The BEST beginning teacher experience: A framework for professional development*. Dubuque, IA: Kendall/Hunt Publishing Co.
- Lipton, L. & Wellman, B. (2003). *Mentoring matters: A practical guide to learning-focused relationships*. Sherman, CT: Mira Via.
- Lipton, L. & Wellman, B. (2004). *Making mentoring work*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McAllister, E. & Neubert, G. (1995). *New teachers helping new teachers: Pre-service peer coaching*. Bloomington, IN: EDINFO Press.
- Moir, E. (2003, July). *Launching the next generation of teachers through quality induction*. Washinton, D.C.: National Commission on Teaching and America's Future.
- Moran, C., Stobbe, J. Baron, W., Miller, J., & Moir, E. (2000). *Keys to the classroom: A teacher's guide to the first month of school* (2nd Ed.). Thousand Oaks, CA: Corwin Press
- National Staff Development Council. (2001). *National Staff Development Council's standards for staff development, revised*. Oxford, HO: Author.
- New Teacher Center. (2004). *Induction institute – Day four*. Santa Cruz, CA: University of Santa Cruz
- Newton, A., Bergstrom, K., Brennan, N., Dunne, K., Gilbert, C., Ibarguen, N., Perez-Selles, M., & Thomas, E. (1994). *Mentoring: A resource and training guide for educators*. Andover, MA: Regional Laboratory for Educational Improvement of Northeast and Islands.
- Podsen, I. & Denmark, V. (2000). *Coaching & Mentoring first year & student teachers*. Larchmont, NJ: Eye on Education.
- Porter, H. (2003). *Mentoring new teachers* (Updated edition). Thousand Oaks, CA: Corwin Press.
- Professional Learning Committees**
- Reiman, A. & Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. New York: Longman.
- Richards, H., Brown, A., & Forde, T. (2004). *Addressing diversity in schools: Culturally responsive pedagogy*. Denver, CO: National Center for Culturally Responsive Educational Systems.
- Rowley, J. (May, 1999). Supporting new teachers. *Educational Leadership*, 56 (8), 20-22.
- Saphier, J., Freedman, S., & Aschheim, B. (2001). *Beyond mentoring: How to attract, support, and retain new teachers*. Newton, MA: Teachers.
- Scherer, M. (Ed.). (1999). *A better beginning: Supporting and mentoring new teachers*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Scherer, M. (Ed.). (2003). *Keeping good teachers*. Alexandria, VA: Association of Supervision and Curriculum Development.

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development

Appendix 4: Resources (*continued*)

Print Resources

- Showers, B. (1985, April). Teachers coaching teachers. *Educational Leadership* 42 (7), 43-48.
- Stronge, J. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Udelhofen, S. & Larson, K. *The mentoring year: A step-by-step program for professional development*. Thousand Oaks, CA: Corwin Press
- Villani, S. (2002). *Mentoring programs for new teachers: Models of induction and support*. Thousand Oaks, CA: Corwin Press.
- Wyatt, R. & Looper, S. (2004). *So you have to have a portfolio* (2nd Ed.). Thousand Oaks, CA: Corwin Press.
- York-Barr, J., Sommers, W., Ghere, G., & Montie, J. (2001). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, CA: Corwin Press.
- Zachary, L. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco, CA: Jossey-Bass.

District Mentoring Plan: The District: Plan Development and Approval Process

Appendix 1: Graphic for District Mentoring Plan

Alignment of Mentoring Plan with . . .

- N.J.A.C. 9-3.0 NJ Professional Standards for Teachers
- N.J.A.C. 6A:9-8.4 Regulations for Local Mentoring Plan

Development of District Mentoring Plan And Approval Process

- LPDC
- School Leaders
- Teachers Association
- Novice & Veteran Teachers
- Board of Education

The Mentor	The Novice Teacher	School Leader	Board of Education
<ul style="list-style-type: none"> • Training 	<ul style="list-style-type: none"> • Provisional Teacher Program 	<ul style="list-style-type: none"> • Skills for supervision and teacher development 	<ul style="list-style-type: none"> • Approval Process
<ul style="list-style-type: none"> • Support 	<ul style="list-style-type: none"> • Training • Support 	<ul style="list-style-type: none"> • Support for mentors • Involvement of faculty as a learning community 	<ul style="list-style-type: none"> • Policy and financial support

<p>County Superintendent</p> <p>Mentoring plan housed with County Superintendent</p>
--

SECTION 10: FUNDING RESOURCES

- Local Funds
- Title I Funds
- Title II-A Funds
- Title II-D Funds
- Title V Funds

SECTION 11: PROGRAM EVALUATION

Formative Evaluation

In order to achieve full implementation and create substantial impact to maintain effectiveness, teachers must engage in continual professional development throughout their careers. A mentor or peer-coach should be available to facilitate this development – especially in the case of new teachers. Keeping the formative part of the professional development process completely separate and confidential from the summative evaluation component increases the likelihood that teachers will be open and honest in identifying their professional strengths and weaknesses.

As standards-related evidence is collected for the portfolio, the teachers and a support person (mentor, peer-coach, etc.) examine the evidence in light of applicable teaching standards. Standards-based rubrics can be helpful in this process; but, simply reviewing the portfolio evidence in conjunction with the standards assists in identification of strengths and weaknesses in standards-related performance.

Self-Evaluation

The self-developed nature of the portfolio compilation process encourages continual self-review. In order to present the holistic portrait required by a standards-based portfolio, teachers cannot wait until the last moment to prepare. They must continually collect potential evidence as it appears in the course of their day-to-day experiences. Reflection on one's own teaching and on teaching standards guides collection and ultimately the selection of the evidence. Teachers self-assess as they recognize areas in which they have ample, strong evidence of their ability to meet professional standards and identify areas in which they lack such evidence. Ideally, this realization promotes the teacher's own pursuit of professional development in weak areas.