

Appendix A

Mentor Teacher Application

Part A: Mentor Teacher Application

NAME: _____

SCHOOL: _____ YEARS IN DISTRICT: _____

SUBJECT/GRADE LEVEL: _____ YEARS IN CONTENT AREA: _____

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

Teacher's Signature

Date

Mentor-Novice Teacher assignments are on a one-to-one basis unless otherwise determined by Professional Development Committee.

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

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

2. What steps are you taking to keep current in your own professional development, curriculum and assessment areas?

Please Return to Principals Office when Completed.

Part B: Mentoring Reference Form 3 Signatures needed*

I believe that:

Mentor Applicant: _____ School: _____

Subject/Grade Level: _____

Supporting Comments: Maybe Attached

I believe that _____ possesses the skills, knowledge, and attitude to effectively serve as a Mentor Teacher for either a first or second year teacher.

Name: _____ School: _____

Date: _____

I believe that:

Mentor Applicant: _____ School: _____

Subject/Grade Level: _____

Supporting Comments: Maybe Attached

I believe that _____ possesses the skills, knowledge, and attitude to effectively serve as a Mentor Teacher for either a first or second year teacher.

Name: _____ School: _____

Date: _____

I believe that:

Mentor Applicant: _____ School: _____

Subject/Grade Level: _____

Supporting Comments: Maybe Attached

I believe that _____ possesses the skills, knowledge, and attitude to effectively serve as a Mentor Teacher for either a first or second year teacher.

Name: _____ School: _____

Date: _____

Please Return to Principals Office when Completed.

APPENDIX B

Mentoring Partnership Agreement

All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced standing, or a Standard Teacher of the Handicapped) will complete a one year (30 weeks for traditional route and 34 weeks for alternate route) Novice Teacher training program in the district starting at the time of their initial employment.

Instructions: Please read and complete each of the following sections in this document. Keep a copy for your records and return it to your supervisor before the start of the academic year.

We have agreed on the following goals and objectives as the focus of this mentoring relationship.

1.

2.

3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings follows:

2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:

3. Maintain confidentiality of our relationship. Confidentiality for us means . . .

4. Honor the ground rules we have developed for the relationship. Our ground rules will be . . .

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by . . .

We agree to meet regularly during the course of one academic year. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. Our supervisor would be notified and a new mentor would be assigned to the novice teacher. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature/ Date

Novice Teacher's Signature/ Date

Source: Modified from New Jersey Mentoring for Quality Induction: A Toolkit for Program Development.

APPENDIX C

District Induction Self Assessment Tool

Mentoring Program Evaluation: *To be completed by members of the school community at the end of the mentoring year, including: parents, administration, teachers, and students.*

Please place a check mark in the box that is appropriate for each statement

District Wide Planning Process:	Yes	No	Partially
Our district engaged in a broad-based group of staff members as members of the local Professional Development Committee (LPDC) to develop and align an Induction Plan with state regulations.			
The LPDC monitors implementation of the Induction Plan and uses feedback to adjust and improve the plan.			
Criteria-based Selection and Matching of Mentors			
Our district induction plan includes at least the criteria for mentor selection in the state regulations.			
Mentors are selected based on the criteria state in the regulations.			
The district has criteria for matching mentors and novice teachers.			
Matches are made based on the criteria stated in the Induction Plan.			
Mentor Services			
Mentors receive training in the skills of conferencing and feedback.			
Mentors receive training in the skills of providing support in the areas of curriculum, instruction and assessment.			
Specified expectations regarding the frequency of interactions (conference and observations) exist between the mentor and the novice teacher.			
Novice Teacher Services			
District novice teachers participate in professional development activities that are specifically tailored to meet the needs of novice teachers. (topics such as classroom management, parent communication, diversity, lesson planning)			
Novice teachers are brought together during the year for regular networking opportunities?			
Novice teachers are given ample time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers.			
School Leader Services			
The administration models a range of ways to support novice teachers in their buildings.			
The administration uses a wide range of approaches to encourage all staff to support novice teachers.			
Administration uses supervision and evaluation as growth oriented experiences for novice teachers aligned with the NJ Professional Standards for Teachers.			
District Board of Education and Community			
The members of the school community are aware that there is a rigorous Induction Program to support novice and veteran teachers for professional growth as outlined in the NJ Professional Standards for Teachers.			
The community is invited to support the district efforts to nurture novice teachers.			
On-going Program Evaluation			
The LPDC engages in ongoing assessment of the LP induction plan.			
The LPDC gathers outcome/summative information on the impact of mentoring and shares it with the school community.			

Adapted from: Beyond Mentoring: How to Attract, Support and Retain New Teachers (pp. 136-137) by J.Saphier, S Freedman & B Aschheim, 2001, Newton, MA: Teachers

APPENDIX C

Part A Program Evaluation: *To be completed before the start of the mentoring program.*

Novice Teachers Needs Assessment

Please check the response for each item that closely indicates your level of need for assistance in the area described at the start of this school year and or when you first began in the district.

Need for Assistance Level:

	Little or no need	Moderate need	High need
Learning what is expected of me as a teacher			
Communicating with the principal and other staff members			
Communicating with parents			
Organizing and managing my classroom			
Maintaining student discipline			
Planning for instruction and obtaining instructional resources and materials			
Understanding the curriculum			
Using a variety of teaching methods			
Dealing with individual difference among students and assisting students with special needs			
Diagnosing student needs, motivating and evaluating student progress			
Grouping for effective instruction and facilitating group discussions			
Administering standardized achievement tests			
Completing administrative paperwork, managing time and work			
Understanding the school system's teacher evaluation process			
Understanding my legal rights and responsibilities as a teacher and union related issues			

Please list any professional needs you have that are not addressed by the preceding items:

What additional type of support should the school district provide to you and other novice teachers?

Name _____ **Mentor** _____

APPENDIX C

Part B Program Evaluation: *To be completed at the end of the year.*

Year End Evaluation of Mentoring Program by Novice Teacher

Please check the response for each item that closely indicates your level of satisfaction with the mentoring program at the end of the first year of mentoring.

Ending Satisfaction Level:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understood what was expected of me as a novice teacher				
My mentor provided resources and material for me				
My Mentor assisted me in planning lessons				
My Mentor observed lessons and provided feedback on my lessons.				
I observed my mentor teaching more than once during the year				
My mentor communicated often and provided me with personal support				
My mentor assisted me with maintaining student discipline				
My teaching improved				
My ability to work with parents improved				
My classroom management improved				
I have become part of the school culture				
My mentor helped me design a long-range professional development plan				
I felt prepared to teach				
My mentor and I had ample time together				
Managing my time and work as a novice teacher was a problem				
I felt supported by my mentor as well as by the program coordinator				
I am glad that I was part of this mentoring program				
I attended the new teacher orientation				
The monthly checklist addressed pertinent issues				
The monthly checklist was useful as a conversational guide				

As a novice teacher, what needs (if any) did you have that were not addressed by the mentoring program?

What types of additional support should the school district provide to novice teachers?

Name _____ **Mentor** _____

APPENDIX C

Part C Program Evaluation: *To be completed at the end of the year.*

Year End Evaluation of Mentoring Training Program by Mentor

Please check the response for each item that closely indicates your level of need for satisfaction in the area described at the end of mentoring.

	Ending Satisfaction Level:			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I understood what expected of me as a mentor				
I was able to provide resources and material for my novice teacher				
I helped my novice teacher in planning lessons				
I observed lessons and provided feedback on my novice teachers lessons.				
i communicated often and provided personal support to my novice teacher				
I was able to assist my novice teacher in maintaining student discipline				
My novice teacher observed my teaching more than once during the year				
My novice teacher's teaching improved				
My novice teacher's ability to work with parents improved				
My novice teacher's classroom management improved				
I helped my novice teacher become part of the school culture				
I helped my novice teacher design a long-range professional development plan				
I felt prepared to be a mentor				
My novice teacher and I had ample time together				
Managing my time and work with the addition of a novice teacher was a problem				
My supervisor was supportive during the mentor process				
I am glad that I was part of this mentoring program				
The monthly checklist addressed pertinent issues				
The monthly checklist was useful as a conversational guide				
I attended the training program for mentors				

As a mentor, what needs (if any) did you have that were not addressed by the mentoring program?

What types of additional support should the school district provide to novice teachers?

Name _____ **Mentor** _____

APPENDIX D

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

*Please fill in the date, in which, the activities were completed. Both mentor and novice teacher should initial next to the activity.

Prior to the Start of School:

- _____ 1. Give the novice teacher a tour of the building and introduce staff members.
- _____ 2. Discuss the policies and social traditions of the school/district.
- _____ 3. Show the novice teacher how to get necessary materials and books.
- _____ 4. Review emergency procedures for the building.
- _____ 5. Share building schedules.
- _____ 6. Be accessible the first day and week.
- _____ 7. Help the novice teacher prepare for the first week.
- _____ 8. Discuss basic discipline policies for the school.
- _____ 9. Review lesson plan procedures.
- _____ 10. Establish a regular routine for meetings with your novice teacher.
- _____ 11. Review student handbook.
- _____ 12. Discuss special needs students, including, IEP requirements and 504 plans.
- _____ 13. Review daily tasks. (i.e. attendance, lunch, supervision, etc.)
- _____ 14. Share any systems that work. (organizing grades, keeping track of homework, parent communication, etc.)
- _____ 15. Time schedule, expectations, and activities for the first day with students.
- _____ 16. Establish confidentiality between mentor and the novice teacher.
- _____ 17. Set up grade book in Integrate and discuss importance of accurate record keeping.
- _____ 18. Discuss policies for homework, make-up work, and late work.

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

September/October:

- _____ 1. Help the novice teacher understand the phone and technology procedures.
- _____ 2. Review grading/assessment procedures, formal and informal.
- _____ 3. Review evaluation and observation procedures.
- _____ 4. Prepare the novice teacher for Back-to School events.
- _____ 5. Observe the novice teacher and provide constructive feedback.
- _____ 6. Observe the mentor and discuss observation.
- _____ 7. Share professional development procedures.
- _____ 8. Review electronic forms and procedures.
- _____ 9. Explain how to make guidance referrals. (OSSIST/ASSIST)
- _____ 10. Discuss importance of documentation of student behaviors (dates, explanation, actions taken and personnel contacted).
- _____ 11. Show novice teacher how to input interim grades.
- _____ 12. Share lesson plans and other related schedules/activities.
- _____ 13. Discuss importance of parental involvement and making positive parent contacts.
- _____ 14. Address concerns of classroom management and discipline.
- _____ 15. Discuss crisis in the classroom and classroom safety.
- _____ 16. Discuss Core Curriculum Content Standards.
- _____ 17. Discuss substitute lesson planning.

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

November/December:

- _____ 1. Assist the novice teacher through the first report card.
- _____ 2. Discuss various instructional strategies, including large group and one-to-one instruction.
- _____ 3. Observe the novice teacher and provide constructive feedback.
- _____ 4. Observe the mentor and discuss observation.
- _____ 5. Discuss end of semester procedures, including midterms.
- _____ 6. Discuss progress of classroom management and discipline procedures.
- _____ 7. Discuss delayed opening and snow day procedures.
- _____ 8. Discuss assessment techniques.
- _____ 9. Discuss different learning styles.
- _____ 10. Prepare your initial educator in how to handle student behavior before holiday breaks.
- _____ 11. Discuss budget procedures.
- _____ 12. Share and discuss instructional units.
- _____ 13. Discuss confidentiality of student issues.
- _____ 14. Discuss cultural and ethnic differences of students. Include sensitivity to holidays.
- _____ 15. Discuss HSPA/EOC guidelines/standards and clusters

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

January/February:

- _____ 1. Review preparation of students for midterms.
- _____ 2. Review policies and issues that relate to retention and failure of students.
- _____ 3. Contact parents of students who fail the 1st semester.
- _____ 4. Observe the novice teacher and provide constructive feedback.
- _____ 5. Observe the mentor and discuss observation.
- _____ 6. Discuss alternative assessments, creation of rubrics, etc.
- _____ 7. Look at mapping out the semester and discuss pacing.

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

March/April:

- _____ 1. Discuss documentation of professional development hours.
- _____ 2. Discuss creation of Professional Improvement Plan.
- _____ 3. Observe the novice teacher and provide constructive feedback.
- _____ 4. Observe the mentor and discuss observation.
- _____ 5. Discuss special services.
- _____ 6. Discuss English as a Second Language programs.
- _____ 7. Discuss legal rights and responsibilities.
- _____ 8. Discuss rehiring practices and contracts.
- _____ 8. Review proper procedure for signing contract and following deadlines.
- _____ 9. Reapply for coming years mentorship.

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

May/June:

- _____ 1. Discuss end of the year procedures.
- _____ 2. Discuss field trip requests for the following year.
- _____ 3. Discuss applying for extra-curricular activity positions.
- _____ 4. Assist the novice teacher with the creation of finals.
- _____ 5. Assist the novice teacher with final grading.
- _____ 6. Ensure that novice teacher is prepared for check-out with Supervisor.
- _____ 7. Complete the district Induction self-assessment tool.

Notes/Comments:

_____ **Due to supervisor of Mentoring by the last day of school.**

APPENDIX F

Alternate Route Teacher Mentoring: The 20-Day Requirement

The “20-day” mentoring is a requirement for all alternate route candidates. During this time, intensive instruction and mentoring occurs prior to the opening of school or during the first days in the classroom.

The intent of the 20-day requirement is to prepare novice alternate route teachers with the skills and knowledge to succeed in their initial teaching experience by providing **immediate assistance** by a veteran teacher. It is essential in keeping with the intent of the requirement that newly hired alternate route teachers have an orientation and guided experience in the following areas:

- New Jersey Core Curriculum Content Standards
- Classroom management and discipline
- State and district assessment of student progress and achievement
- Lesson planning, including setting goals, meeting objectives and developing assessment tools
- District policies and procedures
- New Jersey Professional Standards for Teachers

In order to meet the 20-day or 90 hour requirement GEHRHSD has established the following options for Alternate Route Teachers:

- Attendance at Professional Development Sessions offered by the district dealing with the areas listed above as well as other related topics chosen by the mentee with his/her mentor and or the administration.
- Summer school observations/sample teaching if available.
- Teachers hired midyear may observe the outgoing teacher and other highly effective veteran teachers prior to the start of employment.
- The use of multiple mentors throughout the day.
- A teacher with at least one year of documented successful teaching may meet with a mentor one (1) period a day for 20 days with at least three (3) classroom visitations.
- Attendance at a state-sponsored regional training centers and consortia that may be completed before employment or coincide with the initial experience in the classroom.
- Attendance at collegial meetings that are scheduled during and beyond regular school hours.

APPENDIX G
STANDARDS FOR REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS:
A NEW VISION* (N.J.A.C. 6:11-13) EFFECTIVE PROFESSIONAL DEVELOPMENT:

1. Enhances knowledge of subject content
 - 1.1 assists educators in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines
 - 1.2 enables classroom professionals to help students achieve the New Jersey Core Curriculum Content Standards (CCCS)
 - 1.3 routinely reviews the alignment of professional development content with CCCS and with the Frameworks in all disciplines
 2. Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential
 - 2.1 enables educators to adjust instructional strategies based on knowledge of how students learn and develop
 - 2.2 enables educators to plan and design approaches and strategies to support the intellectual, social, and personal development of each learner
 - 2.3 assists educators to recognize students' strengths and potential
 - 2.4 enables educators to respect students' talents, abilities and perspectives
 - 2.5 enables educators to plan and design instructional strategies for inclusive classrooms
 - 2.6 encourages the establishment of a learning environment that enhances student learning and critical thinking
 - 2.7 supports a philosophy of school and classroom-based management which maximizes student learning
 3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership
 - 3.1 enables educators to:
 - 3.1.1 keep abreast of current educational research
 - 3.1.2 integrate new understandings into content and instruction
 - 3.1.3 enhance student learning through scholarship and experience
 - 3.2 enables educators to provide challenging and developmentally-appropriate curricula that engage students in learning and thinking
 - 3.3 acknowledges and respects the intellectual and leadership capacity of educators
 - 3.4 enables educators to enhance their leadership skills and utilize them in the education community
 4. Encourages educators to develop a variety of classroom based assessment skills
 - 4.1 assists educators in adapting instruction based on observation and analysis of student work
 - 4.2 enables educators to select, construct, and use assessment strategies for monitoring student learning
 - 4.3 assists educators to develop assessment strategies linked to the CCCS
 5. Provides for integrating new learning into the curriculum and the classroom
 - 5.1 empowers educators to connect their learning to what they teach and to incorporate new concepts into practice
 - 5.2 provides for initiation and implementation of desired change to achieve student outcomes
 - 5.3 provides for ongoing support for individual educators within the school environment
 6. Is based on knowledge of adult learning and development
 - 6.1 recognizes adult motivation, stages of development, personal goals and needs and levels of expertise
 - 6.2 encourages both the individual and the collaborative talents of educators
 - 6.3 applies what is known about motivation for growth and enhances positive feelings of self worth
 - 6.4 fosters confidence in educators' abilities to achieve success
 - 6.5 utilizes a variety of models and approaches, such as individually-guided staff development, observation/assessment, involvement in a development/improvement process, training, inquiry, etc.
 7. Is periodically assessed to show its impact on teaching practice and/or student learning
-

- 7.1 utilizes a careful analysis of classroom, school and other data to guide future professional development efforts
 - 7.2 uses educators' self-assessment to evaluate the impact of professional development
8. Results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system
- 8.1 delineates what students are expected to know and be able to do
 - 8.2 supports a clearly delineated vision and is aligned with the district and school goals
 - 8.3 focuses on sound, research-based theories in school management
 - 8.4 focuses on individual, collegial, school, and district improvement
 - 8.5 is perceived by the professional staff and the community as a critical part of the district's quest for excellence
 - 8.6 fosters the use of reflection and self-assessment in professional and intellectual growth
 - 8.7 allows educators to pursue personal educational opportunities that reflect the district's strategic plan
 - 8.8 encourages careful experimentation with new practice and creative use of best practice
 - 8.9 reflects the educational outcomes the district seeks to achieve
 - 8.10 assists educators in analyzing disaggregated student data (i.e., gender, socioeconomics, ethnicity, and language) and in making decisions based on that data
9. Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
- 9.1 recognizes that collegial support and interaction are essential to the success of every aspect of education
- 9.2 provides for ongoing and meaningful collaboration among educators
 - 9.3 values individual efforts at self improvement
 - 9.4 provides educators with incentives and support to pursue a plan of continuous improvement
 - 9.5 involves strong leadership from all areas of the school community to encourage a commitment to life-long learning
 - 9.6 encourages creativity and innovation
 - 9.7 supports the ongoing development of new skills in a collaborative environment
 - 9.8 values the contribution of practitioners in the pursuit of enhanced student learning
10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans
- 10.1 is an on-going process which respects the personal strengths and needs of each educator
 - 10.2 encourages governing bodies to support and participate in learning experiences that will enhance their understanding of good professional development
 - 10.3 encourages school administrators to support and participate in professional development that will enhance student learning
 - 10.4 is supported by a continuous and sufficient commitment of funding to achieve the professional development plans
 - 10.5 increases public understanding and encouragement for professional development, including the need for time and financial support
 - 10.6 includes access to technologies and other modern resources that are essential to effective professional work and learning
11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development
- 11.1 provides time for educators to team plan, collaborate, analyze data and student work, develop and implement instructional practices, curricula and assessments, implement federal, state, and local mandates, etc.
 - 11.2 recognizes and considers the professional and personal obligations of the individual educator
12. Empowers educators to work effectively with parent and community partners
- 12.1 assists educators in establishing relationships and partnerships with parents and families
 - 12.2 enables educators to identify and use community resources to foster student learning
 - 12.3 promotes an environment where educators feel comfortable and confident working collaboratively with other educators, parents, business and community leaders