

PENNSVILLE SCHOOL DISTRICT
SALEM COUNTY

MENTORING HANDBOOK

2018-2019

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District Contact Information

Name of District: Pennsville

District Code: 4075

County Code: 33

District Address: Pennsville School District

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

Other (specify):

VISION AND GOALS

Vision and Goals

The goal of the Pennsville Mentoring Program is to provide guidance, support, advocacy, and coaching to our new teachers. The mentoring program intentionally pairs individuals to develop and nurture a new teacher to become a successful educator.

1. To assist first year teachers in the performance of their duties and adjustment to the challenges of teaching;
2. To enhance teacher knowledge of, and strategies related to, the New Jersey Student Learning Standards to facilitate student achievement and growth;
3. To improve the effectiveness of new teachers;
4. To assist novice teachers in adjusting to the culture of the school, district, and community by providing orientation to district programs, procedures and services;
5. To build a foundation for continued professional growth through structured interactions with mentors, administrators, and veteran teachers;
6. To integrate the mentor program with professional learning efforts in order to promote the personal and professional growth of the novice teacher; and
7. To reduce novice teacher attrition.

MENTOR SELECTION

Guidelines and Criteria for Selection and Matching Mentor Teachers With Novice Teachers

- Each mentor teacher must hold a teacher certification, have at least three years of teaching experience and taught full time for at least two years within the last five years and is currently active in the Pennsville School District..
- The mentor teacher may not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- Each mentor teacher must demonstrate a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e)4 regarding summative evaluation ratings
- The mentor teacher is committed to the goals of the local mentoring plan.
- The mentor teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship as defined in regulation.
- The mentor teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible.
- The mentor teacher understands the social and workplace norms of the district and the community.
- The mentor teacher understands the resources and opportunities available in the district and is able to act as a referral source to the novice teacher.
- The mentor teacher agrees to complete a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, training on the N.J. Professional Standards for Teachers, the New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.

QUALITIES OF EFFECTIVE MENTORS

Attitude and Character

- 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

Professional Competence and Experience

- 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 learning new teaching strategies from novice teachers

Communication Skills

- 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

Interpersonal Skills

- 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

<p>Commits to the Roles and Responsibilities of Mentoring</p>	<p>Accepts the Novice Teacher as a Developing Person and Professional</p>	<p>Reflects on Interpersonal Communications and Decisions</p>
<ul style="list-style-type: none"> • Dedicates time to meet with the novice teacher • Persists in efforts to assist the novice teacher despite obstacles or setbacks • Maintain congruence between mentoring words and actions • Attends meetings, training or other professional development opportunities related to Mentoring • Models self-reflection and self assessment as hallmarks of Professionalism 	<ul style="list-style-type: none"> • Endeavors to see the world from the novice teacher's point of view • Anticipates the needs of the novice teacher by thinking like a novice teacher • Understands the common problems and concerns of the novice teacher • Applies theories of adult learning and development • Models acceptance of diversity in others 	<ul style="list-style-type: none"> • Reflects on what, where, when, and how to communicate with the novice teacher • Adjusts communication style to the developmental needs of the novice teacher • Respects the confidentiality of the mentor-novice teacher relationship • Self-discloses regarding one's own professional challenges • Models effective helping relationship skills

QUALITIES OF A HIGH-PERFORMING MENTOR TEACHER

<p>Serves as an Instructional Coach</p>	<p>Models a Commitment to Personal and Professional Growth</p>	<p>Communicates Hope and Optimism for the Future</p>
<ul style="list-style-type: none"> • Employs the clinical cycle of instructional support • Values the role of shared experiences in the coaching process • Engages the novice teacher in a professional learning community whenever possible • Possess knowledge of effective teaching practices • Models openness to new ideas and instructional practices 	<ul style="list-style-type: none"> • Lives the life of learner as well as teacher • Engages the novice teacher as fellow student of learning and teaching • Pursues professional growth related to teaching and mentoring • Advises the novice teacher on professional growth opportunities 	<ul style="list-style-type: none"> • Encourages and praises the novice teacher • Holds and communicates high expectations for the novice teacher • Projects a positive disposition toward the teaching profession • Avoids criticism of students, parents, and colleagues

SELF-SURVEY: SHOULD I BECOME A MENTOR?

This checklist is designed to help teachers who are considering becoming mentors. Please place an X in the column that represents the degree to which the statement characteristics the way you see yourself. You may add those qualities (insert in 19* or 20*) that represent the unique or special assets you might bring to mentoring.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I see myself as being people-oriented. I enjoy working with other professionals.					
2. I am a good listener and respect my colleagues.					
3. I am sensitive to the needs and feelings of others.					
4. I recognize when others need support or independence.					
5. I want to contribute to the professional development of others and share what I have learned.					
6. I am willing to find reward in service to someone who needs my assistance.					
7. I am able to support and help without smothering, parenting, or taking charge.					
8. I see myself as willing to adjust my schedule to meet the needs of others.					
9. I usually am patient and tolerant when teaching someone.					
10. I am confident and secure in my knowledge and try to remain up-to-date.					
11. I enjoy the subject(s) I teach.					
12. I set high standards for my students and for myself					
13. I use a variety of teaching methods, and my students achieve well.					
14. Others look to me for information about subject matter and methods of teaching.					
15. Overall I see myself as a competent professional.					
16. I am able to offer assistance in areas that give others problems.					
17. I am able to explain things at various levels of complexity and detail.					
18. Others are interested in my professional ideas.					

MENTORING SUPPORTS

Mentoring Supports for Non-Tenured, First Year Teachers

Experienced teacher new to district

- Comprehensive orientation to district policies and procedures
- Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience
- New PDP created by October 30th.

Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing)

- Comprehensive orientation to district policies and procedures
- One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers
- Mentor/mentee meet at least one per week for first 4 weeks of assignment
- Mentor leads mentee in guided self-assessment on district's teacher practice instrument

Novice teacher, alternate route (holding Certificate of Eligibility)

- Comprehensive orientation to district policies and procedures
- One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers
- Mentor/mentee meet at least once per week for first 8 weeks of assignment
- Mentor leads mentee in guided self-assessment on district's teacher practice instrument
- Mentor aligns support to mentee's preparation curriculum

MENTORING PARTNERSHIP AGREEMENT

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

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:

Meet regularly. Our specific schedule of contact and meetings, including additional meetings, is as follows:

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:

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

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

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

We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. 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. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature and Date

Novice Teacher's Signature and Date

ETHICAL CODE OF PRACTICE FOR MENTORING

- The mentor's role is to respond to the novice teacher's development needs and agenda: it is not to impose his/her own agenda.
- Mentors must work within the current agreement with the novice teacher with regard to confidentiality.
- The mentor will not intrude into areas the novice teacher wishes to keep private until invited to do so. However, he/she should help the novice teacher recognize how other issues may relate to these areas.
- Mentor and novice teacher should aim to be open and truthful with each other, and themselves, about the relationship.
- The mentoring relationship must not be exploitative in any way, nor must it be open to misinterpretation by others.
- Mentors need to be aware of the limits of their competence and operate within these limits.
- The mentor has a responsibility to develop his or her own competence in mentoring.
- The novice teacher must accept increasing responsibility for managing the relationship; the mentor should empower him/her to do so and must generally promote the novice teacher's autonomy.
- Mentor and novice teacher should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.
- Either party may dissolve the relationship. However, both mentor and novice teacher have a responsibility for discussing the matter together, as part of mutual learning.
- The novice teacher should be aware of his/her rights and any complaints procedures.
- Mentors must be aware of any current law and work within the law.

NO-FAULT EXIT PROCESS

Matching mentors and novice teachers requires the assessment of specific criteria and information from both participants. Most matches will be very successful; however, in some situations this may not be the case.

If a mentoring relationship does not gel or if it does not provide a significant degree of satisfaction for either participant, there must be a way to conclude the relationship without damage to anyone. Consideration should be given to the fact that the participants may well become colleagues in the future. Deciding at the beginning of the mentoring for quality induction program how a non-collegial relationship will be concluded is important and can be something like having a “pre-nuptial contract” or “no-fault divorce.”

This feature or process involves a mutual agreement which must be emphasized to both mentors and novice teachers in a joint orientation session and discussed by the participants in their first meeting. It could also be a statement added to a mentoring contract.

The agreement should specify that either party has the option of discontinuing the mentor-novice teacher relationship for any reason, expressed or not. Either participant may choose to notify the other of the desire to discontinue or consult with the school leader or program coordinator to seek support in concluding the relationship.

The no fault exit strategy should not be used as an excuse to avoid dealing with a difficult situation. If the mentor believes the novice teacher is experiencing extreme difficulty and needs more assistance than he/she can provide, then the mentor must provide this feedback to the novice teacher after consultation with the school leader or the program coordinator.

A suggested protocol for a graceful exit:

- Phone school leader or program coordinator to alert them of the difficulties being encountered and request dissolution of the mentor-novice teacher partnership.
- School leader or program coordinator discusses the need for an exit with the mentor and novice teacher.
- Partnership is dissolved.
- New match is made.

Ensure that no blame is attached to either partner in a no-fault exit process.

PROFESSIONAL LEARNING
COMPONENTS FOR
MENTORS

MENTOR TRAINING

The Pennsville School District will make provision for training mentors and ensure that all mentors are trained. The training program will include, at minimum, training on the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the New Jersey Student Learning Standards (NJSLS); classroom observation skills; facilitating adult learning; and leading reflective conversations about practice in accordance with new State regulations adopted May 5, 2014.

Mentoring Activities

Before Mentoring Begins

- Mentors receive training in the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the New Jersey Student Learning Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice.
- Mentors and novice teachers attend an orientation session covering program expectations, participant responsibilities, and program activities.
- Mentors and novice teachers meet 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 Eight Weeks of School

- Mentors and novice teachers meet frequently both formally and informally to discuss issues of instruction and classroom management.
 - Experienced teacher new to district: Focus on individualized supports specified in the professional development plan (PDP) based on level of preparation and experience. New PDP created within 30 days of new assignment (Principal or designee)
 - Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing): 1-1 mentoring. Mentor/mentee shall meet at least once per week for first 4 weeks of assignment. Mentor leads mentee in guided self-assessment on district's teacher practice instrument
 - Novice teacher, alternate route (holding Certificate of Eligibility): 1-1 mentoring. Mentor/mentee shall meet at least one per week for first 8 weeks of assignment. Mentor leads mentee in guided self-assessment on district's teacher practice instrument. Mentor aligns support to mentee's preparation curriculum
- Mentors provide emotional support to novice teachers.
- Mentors observe novice teachers and give feedback.

During the Remaining Months of the School Year

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

At the End of the School Year

- Mentors and novice teachers evaluate the program.

SAMPLE DISCUSSION TOPICS

The following are areas that should be considered for discussion between the mentor and novice teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Danielson's Framework for Teaching Domains and Indicators	NJ Student Learning Standards; sharing content area expertise
Weekly lesson plans; substitute teacher plans	Instructional groupings (large group, small group; individualized instruction)
Designing instructional units/pacing guides; selecting/creating instructional materials; the curriculum portal	Classroom behavior management; positive behavior supports; discipline referrals; contacting parents/guardians for behavior concerns
Formative/summative classroom assessment; benchmarks; standardized assessments, State assessments	Available technological resources; effective integration of technology into classroom practice
Students with health/medical issues/needs; Individual Health Plans; food allergies	Physical arrangement of classroom
Rapport with faculty and staff	Using data to inform instruction
Cultural/ethnic awareness and sensitivity	Targeted intervention; differentiation
Referral of students (I&RS, Guidance, SAC, CST, 504, Title I/BSI, Related Services, G&T)	Grading procedures/policy; report cards, progress reports, contacting parents/guardians with academic concerns
Time management; meeting deadlines	Record keeping and documentation
Professional development; professional learning communities	Engaging parents and the community; communication and involvement;
School security and crisis plan; student safety	Confidential information; FERPA
Special events, assemblies, field trips	Year-end responsibilities

PROGRAM EVALUATION PROCESS
NEEDS ASSESSMENT QUESTIONNAIRE FOR MENTORS

(This is due to the Assistant Superintendent at the end of the fourth week of current mentoring)

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

Possible responses:

- A. Little or no need** for assistance in this area.
- B. Some need** for assistance in this area.
- C. Moderate need** for assistance in this area.
- D. High need** for assistance in this area.
- E. 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

Part B. Please respond to the following items

21. List any needs that you have as a mentor that are not addressed by the preceding items.

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

CLASSROOM VISITATIONS

When a mentor visits the classroom of a novice teacher, he/she has an opportunity to observe what is happening in the classroom. By using reflective questioning techniques to engage the novice teacher in reflection after the classroom visitation, the novice and mentor can begin to set goals. The information gathered from the classroom visitation can then be used with the collaborative assessment log to support the novice teacher's reflection in planning for his/her continuous professional growth.

Figure 2 shows a format to guide the mentor and novice teacher in collaborating in a planning conference, making a classroom visitation, and engaging in a reflective conference.

Figure 2. Format for Preparing and Reflecting on a Classroom Visitation

Planning Conference (5-10 minutes)	<ul style="list-style-type: none">● Set a specific date and time for a classroom visitation and follow-up conference● Agree upon what is to be observed● Determine where the mentor is to sit in the classroom● Discuss the lesson plan and what is to be learned● Specify any observation tools to be used
Classroom Visitation (20-50 minutes)	<ul style="list-style-type: none">● Observe one or two teaching behaviors or strategies● Use any observation tools agreed upon prior to classroom visitation
Reflective Conference (10-30 minutes)	<ul style="list-style-type: none">● Establish a trusting environment● Share any specific data collected● Engage in reflection of lesson● Discuss areas of focus for demonstration lessons or professional learning activities

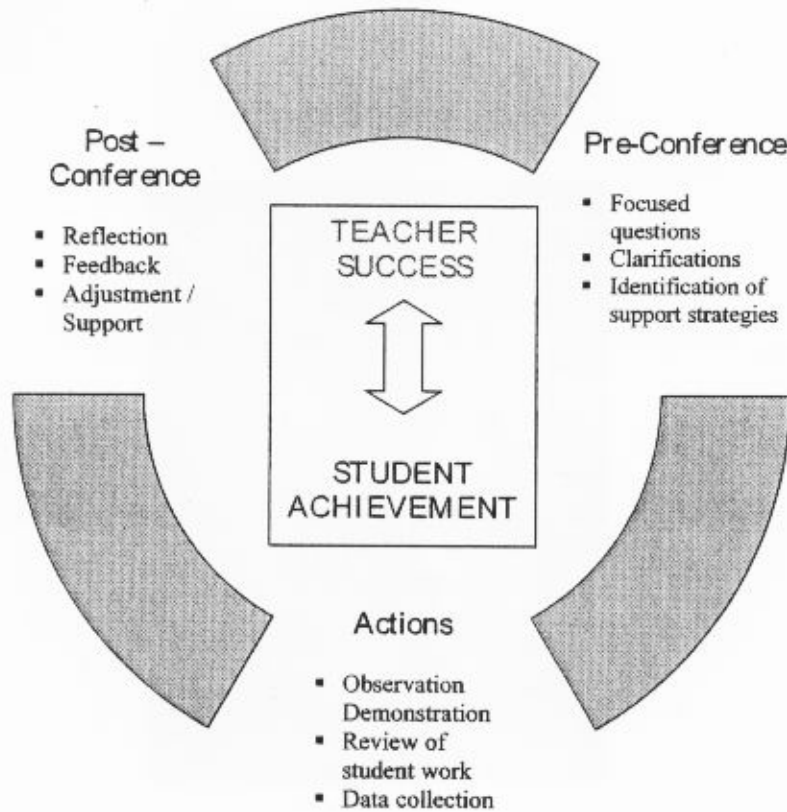
The purpose of using various observation tools is to record objective, usable data that focus on verbal and nonverbal behaviors of both students and novice teacher. Observation tools that the mentor can use during a classroom visitation to collect data include: seating charts; student/teacher question patterns; on-task behavior; reinforcement and feedback; classroom movement patterns; cause-and-effect records; verbatim transcripts; and videotapes (Jonson, 2002).

DATA COLLECTION DURING CLASSROOM VISITATION

- Teacher-Student Interactions
- Student Time on Task
- Verbal Flow
- Teacher Proximity to Students
- Wait Time
- Questioning Skills
- Reinforcement
- Use of Motivation
- Instructional Strategies
- Curricular Approaches
- Teacher Expectations/Student Achievement
- Assessment Skills
- Active Participation Techniques
- Gender Expectations/Student Achievement
- Particular Child or Small-Group Focus
- Overall Classroom Culture
- Other

GRAPHIC OF COLLEGIAL COACHING CYCLE

Collegial Coaching Cycle



PLANNING CONFERENCE QUESTION GUIDE

Clarification of Lesson Goals and Objectives

- What is the intent of the lesson?
- What is meant by specific words in your statement of the lesson's purpose?
- What assumptions are you making about the learners?
- What problems are you anticipating?
- How will you know when lesson plans are going well?
- How will you know when lesson plans are not going well?
- What events or actions will lead you to these conclusions?
- How will you adjust your lesson plan if students are not responding as you expected?
- What will students learn from the activities of the lesson?
- What do you anticipate that students will be doing during this particular activity?
- What will their overall expressions be as they do it?
- How do your behaviors influence the students' behaviors?
- How will your behaviors be influenced by students?
- How will you determine if you are successful in achieving the goals and objectives of the lesson?
 - What behaviors are you looking for in students *if they* achieve the goals and objectives?
 - What makes you think that the student behaviors envisioned are appropriate for the goals and objectives?

Decisions about Instructional Strategies

- What strategies will you be using?
- What makes them appropriate for this lesson?
 - What are you expecting students to do in each of the activities guided by your strategies?
 - How will you assure that students are behaving in ways appropriate for achieving the learning outcomes?
- In what order will you conduct the strategies?
- Why this order?

Focus of the Observation

- What is it that needs to be observed?
- How can we best represent it?
- How will this representation tell us what we are looking for?
- How do I communicate feedback to you?

Needs of the Teacher and Affirmations for Accomplishment

- What anxieties are you experiencing?
- How can I help you feel more comfortable?
- Once again, what is it that you want me to look for?
- How can I best communicate it to you following the lesson?
- What would you like for me to do while the lesson is in progress?
- What, if anything, can I do prior to the lesson?

REFLECTION TIME QUESTION GUIDE

Lesson Purpose

- What was the intent of the lesson?
- Why is it important to students?
- What will students gain from this lesson?
- How will it impact their thinking, their attitudes, or their abilities?
- What reasons exist for these beliefs?

Teacher Development

- How effectively did the teacher use the instructional practices?
- What was performed well?
- What needs further development?

Effects on Students

- In what ways do the practices employed enhance student learning?
- What basis is there for believing this?
 - In what ways do the practices employed distract from the intended learning outcomes?
 - What could be changed to better meet the needs of students or achieve the lesson outcomes?
 - What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

Collaborative Communications

- Which of the issues are most important?
- Why are they important?
- What will be my coaching partner's reaction to these issues?
 - How can I describe these reflections to my coaching partner during the debriefing conference?

DEBRIEFING QUESTION GUIDE

Statement of Discrepancies

- What did you expect to happen in this lesson?
- What did you plan to do in the lesson?
- What actually happened when you conducted the lesson?
- What issues would you like to focus on?
- Why do you want to focus on these issues?
- What do you hope to gain from our discussion?
- How will this assist you in your instructional development?
- In what way was conducting the lesson different from what you anticipated?
- What was different about your actions?
- What were you thinking about?
- Why did you change from your original plan?
- What was different in the student actions from what you anticipated?
- Why do you think the students responded in this manner?

Analysis of Teaching Actions

- What did you feel you did well during the lesson?
- Why do you think it was necessary for you to do that?
- What were you having difficulty with?
 - Why do you think that was difficult or not handled as effectively as you would have liked?

Generation of Solutions and Effects

- In what way was the situation or experience problematic for you as it evolved?
- Why did this bother you?
- What do you think you should do to change?
- If you change, what do you think will result in terms of students, you, and future instructional events?
- Why is this change important to you?
- How do you plan to implement this change?
- What problems do you think you will have? Why?
- What benefits will be derived from this change?
- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?
- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

SAMPLE MENTOR RUBRIC

	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
Availability	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
Problem Solving	The mentor frequently led the new teacher into discovering possible solutions to problems on his or her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he or she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his or her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he or she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he or she would have handled the situation.
Reflective Questions	The mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his or her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questioning to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his or her teaching. No attempt was made to have the new teacher think about his or her teaching practices. The mentor imparted his or her knowledge rather than asking questions.

SAMPLE MENTOR RUBRIC (continued)

	Actively Involved Mentor	Involved Mentor	Buddy System Mentor
Confidentiality	The mentor closely adhered to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conference.	The mentor closely adhered to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conferences.	The mentor adhered to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration.
Feedback	The mentor engaged in observing the new teacher's classroom on several occasions. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices" that were observed. Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher's classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices" that were observed. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback, reinforcing "Best Practices".
Encouragement	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district and the community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district & community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his or her hard work and efforts. The encouragement was genuine.

COLLEGIAL COACHING

There are four phases in the collegial coaching cycle: planning; observation of the teaching performance; reflection time; and debriefing. During the planning phase, the mentor and novice teacher determine what specifically will be observed during the class-room delivery of the lesson and how data will be collected so that decisions can be made as to the effectiveness of the lesson. The mentor observes and collects data on the instructional or learning behaviors determined during the planning phase. The observation notes are meant to be a mirror so that the teacher can see what was taking place during the lesson. Following observation, the mentor and novice teacher meet to reflect on instructional actions and the relationship between teaching behaviors and student learning. Debriefing includes problem-solving to effect changes in instructional practices (Dantonio, 1995).

DESIGNING PROFESSIONAL LEARNING ACTIVITIES

Rigorous mentoring ensures movement of the novice teacher from dependence to self-direction through ongoing support and guidance from the mentor. The use of collaborative assessment logs, the New Jersey Professional Standards for Teachers, classroom visitations, and/or collegial

coaching can provide the mentor with tools to assist the novice teacher in planning for ongoing professional learning opportunities. Examples of research-based professional learning activities include:

- Sharing views concerning possible career paths and goals;
 - Providing direct assistance: answering questions, suggesting strategies, supplying resources;
 - Creating opportunities for the novice teacher to become involved in professional activities – such as faculty activities, professional association, special projects – and to “prove” him/herself as a professional;
 - Providing information on the mentor’s own professional development plan as a model;
 - Assisting the novice teacher in setting short- and long-term professional goals;
 - Acting as a resource to help the novice teacher obtain information about certification and continuing education requirements; and
 - Suggesting or providing books, articles, professional videos, and so on (Jonson, 2002, pp. 96-97).

Professional growth activities that meet the different needs or learning styles of the novice teacher and mentor include:

- The novice teacher engaging in a specific professional learning strategy, such as lesson study, followed by an interactive session with his/her mentor; and
- The mentor engaging in a specific professional learning strategy, such as action research, to further his/her learning about how application of the teaching standards is impacting his/her students.

The novice teacher and mentor can individually or collaboratively engage in a variety of professional learning opportunities that incorporate coherent, sustained, and evidence-based strategies that improve educator effectiveness and student achievement, including job-embedded coaching or other forms of assistance to support educators’ transfer of new knowledge and skills to their work.

ONGOING NETWORKING OPPORTUNITIES

Mentors need frequent opportunities to meet with other mentors to share successes, to problem-solve, and to share effective instructional strategies. Networking and/or focus groups provide opportunities for mentors to model and be engaged in continuous professional learning. These professional learning activities benefit both veteran and novice teachers and impact student learning in their respective classrooms.

INTERACTIONS BETWEEN MENTOR AND NOVICE TEACHER

Dialogue and discussion are key communication activities that facilitate ongoing professional growth for both mentor and novice teacher. Different types of contact provide numerous ways for mentor and novice teacher to have ongoing interactions. Types of contact include

one-on-one interaction, grade level/discipline team meetings, interactive journal, phone calls, e-mails, conferences, drop-in visit, etc. Mentors must keep logs of contact time with mentees.

E-MENTORING

The mentor and novice teacher might engage in frequent electronic communication as one way to discuss classroom experiences, ask questions, share resources or reflect without having to schedule a face-to-face meeting.

Online mentoring is a professional learning opportunity that allows both mentors and novice teachers to engage in online discussions with other veteran and novice teachers with-in and outside the district. Online discussions allow ongoing networking opportunities for veteran and novice teachers that allow them to share or request ideas or resources related to teaching practices such as classroom management techniques, developing of formal and informal assessments, curriculum development or implementing instructional strategies.

PROFESSIONAL LEARNING
COMPONENTS FOR
NOVICE TEACHERS

Learning Opportunities for Novice Teachers

Professional learning opportunities shall align with student learning and educator development needs, and school, school district, and/or State improvement goals. The primary focus will be the improvement of teachers' effectiveness in assisting all students to meet the NJSLs. Learning opportunities shall include the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members, who commit together to accomplish common goals, and who are engaged in a continuous cycle of professional improvement focused on:

Evaluating student learning needs through ongoing reviews of data on student performance; and defining a clear set of educator learning goals based on the rigorous analysis of these data. Professional learning shall incorporate coherent, sustained and evidenced-based strategies that improve educator effectiveness and student achievement, including job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work. Professional development may be supported by external expert assistance or additional activities that address defined student and educator learning goals; advance primarily ongoing school-based professional development; and include, but are not limited to, courses, workshops, institutes, networks, and conferences provided for by for-profit and nonprofit entities outside the school such as universities, educational service agencies; technical assistance providers, networks of content specialists, and other education organizations and associations.

PROGRAM EVALUATION PROCESS
NEEDS ASSESSMENT QUESTIONNAIRE FOR NOVICE TEACHERS
(This is due to the Assistant Superintendent at the end of the fourth week of current mentoring.)

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

Possible responses:

- A. Little or no need** for assistance in this area.
- B. Some need** for assistance in this area.
- C. Moderate need** for assistance in this area.
- D. High need** for assistance in this area.
- E. 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

Part B. 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 to you and to other novice teachers?

SAMPLE INDIVIDUAL GROWTH PLAN TOOL

Name: _____ Position: _____

Building: _____ District: _____

Planning Cycle: Beginning Month/Year _____ Ending Month/Year: _____

I. Goal Statement: (Where do I want to go?)

Goal Statement:

Professional teaching standard/s addressed:

II. Current Status: (Where am I now?)

Provide description of why you selected this goal. Make the justification as quantifiable as you can.

III. Action Steps (How will I get there?)

(e.g., study group, workshops, books, videos, serve on committee, peer coaching, college course, action research, conferences, learning partner, on-line network, etc.)

IV. Resources Needed

(Time, money, or people)

V. Timeline for Completion

(Estimate the time of completion for each activity. May modify in column VII)

VI. Evidence Collected (How will I know I'm there?)

(e.g. student work samples, video, etc.)

VII. Revisions Needed & Why

FUNDING RESOURCES

Funding Resources

The District finances the mentoring fees for novice teachers, traditional route (holding Certificate of Eligibility with Advanced Standing) and novice teachers, alternate route (holding Certificate of Eligibility). The current mentoring fee is \$550.00 per year. This fee is pro-rated in cases where the novice teacher is a part-time employee and/or does not require mentoring for the full year. If the mentor or mentee operationalizes the “No Fault Exit” clause, the mentoring fee will be pro-rated on a monthly basis for the number of months served.

The District will follow the following payment procedures delineated in State regulations:

- Mentors must keep logs of contact time with mentees
- Mentors must submit logs to the district office
- Payment of mentors overseen by the district administrative office
- Mentees may not pay mentors directly

In addition to the mentoring fees, the District finances training for both the mentors and first-year non-tenured teachers typically as part of the “New Staff Orientation” program. The training program curriculum must include, at a minimum, training on the district’s teacher evaluation rubric and practice instrument, the NJ Professional Standards for Teachers; the NJ Student Learning Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice. Participants in the mentoring program will also benefit from the professional learning opportunities delineated in the Pennsville School District Professional Development Plan for 2018-2019 and respective building level plans that the District finances with local, State and Federal funds.

PROGRAM EVALUATION

PROGRAM EVALUATION PROCESS

The Mentoring Plan shall be reviewed annually. A Statement of Assurance shall be submitted annually.

The following forms will facilitate the evaluation process:

- Self-Assessment Tool
- Needs Assessment Questionnaire for Novice Teachers
- Needs Assessment Questionnaire for Mentors
- Questionnaire for Evaluation of Mentoring Program by Novice Teachers
- Questionnaire for Evaluation of Mentoring Program by Mentors
- Statement of Assurance (SOA)

PROGRAM EVALUATION PROCESS SELF-ASSESSMENT TOOL

Place an "X" in the box that is appropriate for each item.	Yes	No	Partially
District Implementation & Accountability			
<ul style="list-style-type: none"> The mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9-8.4. 			
Mentor Selection			
<ul style="list-style-type: none"> Do mentors have at least 3 years of experience, with at least 2 completed within the previous 5 years? Are mentors currently teaching? Have all mentors demonstrated a record of success in the classroom? Do mentors hold the same subject certification as their mentees, whenever possible? 			
Mentor Services			
<ul style="list-style-type: none"> Do the novice teachers in the district participate in professional development activities that are specifically tailored to meet the needs of novice teachers? Are novice teachers brought together regularly during the year for networking opportunities? Do novice teachers observe their mentors and other teachers and are they observed by their mentors? 			
School Leader Services			
<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support non-tenured, first year teachers for professional growth aligned with New Jersey Professional Standards for Teachers? 			
Review of Plan Effectiveness			
<ul style="list-style-type: none"> Is the mentoring plan reviewed annually? 			

- **Is the Statement of Assurance submitted annually?**

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PENNSVILLE PUBLIC SCHOOLS

QUESTIONNAIRE FOR EVALUATION OF MENTORING PROGRAM BY NOVICE TEACHERS

(This form must be sent to the ScIP and the Assistant Superintendent the last week of current mentoring.)

Part A. Please choose the response for each item that most closely indicates your level of agreement with the following statements.

Possible responses:

- A. Strongly agree
- B. Agree
- C. Agree somewhat
- D. Disagree
- E. Strongly disagrees

1. I understood what was expected of me as a novice teacher
2. I communicated often with my mentor
3. My mentor was helpful in planning lessons
4. I felt personally supported by my mentor
5. My mentor observed lessons and provided meaningful feedback
6. I felt prepared to work with parents
7. I became part of the school culture
8. I received adequate assistance in securing needed resources
9. I improved my classroom management
10. I improved my teaching
11. I felt supported by the ScIP
12. My mentor and I had ample time together
13. I am glad that I was a part of this mentoring program.

Part B. Please respond to the following items

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

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

PENNSVILLE PUBLIC SCHOOLS

QUESTIONNAIRE FOR EVALUATION OF MENTORING PROGRAM BY MENTORS

(This form must be sent to the ScIP and the Assistant Superintendent the last week of current mentoring.)

Part A. Please choose the response for each item that most closely indicates your level of agreement with the following statements.

Possible responses:

- A. Strongly agree
- B. Agree
- C. Agree somewhat
- D. Disagree
- E. Strongly disagrees

1. I understood what was expected of me as a mentor
2. I communicated often with my novice teacher
3. I helped my novice teacher plan lessons
4. I provided personal support to my novice teacher
5. I observed lessons and provided feedback on my novice teacher's teaching
6. I felt prepared to be a mentor
7. I helped my novice teacher become part of the school culture
8. My novice teacher's ability to work with parents improved
9. My novice teacher's classroom management improved
10. My novice teacher's teaching improved
11. I felt supported by the ScIP
12. My novice teacher and I had ample time together
13. I am glad that I was a part of this mentoring program.

Part B. Please respond to the following items

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

15. What types of additional support should the school district provide to mentors?

RESOURCES

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