The Road to Success!

Mentoring For Quality Induction

Swedesboro-Woolwich School District
Mentoring Plan
2008-2011
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SECTION 1

District Profile Sheet

LPDC Profile Sheet

Board of Education Approval Form
Mentoring Plan 2008-2009
District Profile Sheet

NAME OF DISTRICT: Swedesboro-Woolwich

COUNTY: Gloucester

COUNTY CODE: 15
DISTRICT CODE: 5120

ADDRESS: 15 Fredrick Boulevard, Woolwich Township, NJ 08085

DISTRICT FACTOR GROUP: D

CHIEF SCHOOL ADMINISTRATOR: Richard Fisher
MENTORING CONTACT: Rachel Iaconelli
riaconelli@swedesboro-woolwich.com

TYPE OF SCHOOL DISTRICT: Pre-K-6

<table>
<thead>
<tr>
<th>SCHOOL BUILDINGS</th>
<th>SCHOOL CODE</th>
<th>GRADES</th>
<th>ENROLLMENT</th>
<th>LICENSED PROFESSIONAL STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret Clifford</td>
<td>070</td>
<td>K</td>
<td>233</td>
<td>16</td>
</tr>
<tr>
<td>Governor Stratton</td>
<td>050</td>
<td>Pre K, 1-2</td>
<td>526</td>
<td>38</td>
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<tr>
<td>General Harker</td>
<td></td>
<td>3-5</td>
<td>671</td>
<td>45</td>
</tr>
<tr>
<td>Walter Hill</td>
<td>060</td>
<td>6</td>
<td>183</td>
<td>20</td>
</tr>
</tbody>
</table>

2008-2009 Novice Teacher/Mentor Information

Novice Teachers with Certificate of Eligibility: 5
Novice Teachers with Certificate of Eligibility with Advanced Standing: N/A
Novice Special Education Teachers with a standard licence: 1
Number of Mentors: 6
Provisional Novice Teachers:
5 K-5 0 6-8 N/A 9-12 1 Special Ed. (All Grades)
NAME OF DISTRICT: Swedesboro-Woolwich

COUNTY: Gloucester

NAMES OF PROFESSIONAL STAFF MEMBERS ELECTED TO COMMITTEE

Johanna Mastrogiacomo
jmastrogiacomo@swedesboro-woolwich.com

____________________________
Signature
Term Expires: May 2009

Gina Azzari
gazzari@swedesboro-woolwich.com

____________________________
Signature
Term Expires: May 2011

Carin Cooper
ccooper@swedesboro-woolwich.com

____________________________
Signature
Term Expires: May 2009

Diane Jablonowski
djablonowski@swedesboro-woolwich.com

____________________________
Signature
Term Expires: May 2009

NAMES OF ADMINISTRATORS APPOINTED TO COMMITTEE:

Robert Titus
Principal-Harker School

____________________________
Signature

Rachel Iaconelli
District Curriculum Supervisor

____________________________
Signature
MENTORING PLAN
2008-2009

BOARD OF
EDUCATION
APPROVAL SHEET

NAME OF DISTRICT: Swedesboro-Woolwich COUNTY: Gloucester

<table>
<thead>
<tr>
<th>BOARD OF EDUCATION MEMBERS</th>
<th>DATE TERM ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Matthew Cunningham, President</td>
<td>2010</td>
</tr>
<tr>
<td>Mrs. Victoria Reese, Vice President</td>
<td>2010</td>
</tr>
<tr>
<td>Mr. David Beckett</td>
<td>2009</td>
</tr>
<tr>
<td>Mr. John DiGiacomo</td>
<td>2009</td>
</tr>
<tr>
<td>Mrs. Susan Brown</td>
<td>2009</td>
</tr>
<tr>
<td>Mr. David Dominik</td>
<td>2009</td>
</tr>
<tr>
<td>Mrs. Meg Westburg</td>
<td>2010</td>
</tr>
<tr>
<td>Mr. John A. Luciani, Jr.</td>
<td>2011</td>
</tr>
<tr>
<td>Mrs. Dorothea Iannacone</td>
<td>2011</td>
</tr>
</tbody>
</table>

Matthew Cunningham, President ___________________________ Date: ___________________________

Signature
SECTION 2

Needs Assessment
Section 2:

a. Needs Assessment

The Local Professional Development Committee (LPDC) has assessed the professional development needs of staff, including novice teachers, and addressed student learning needs through needs assessment surveys, observations of student work, student performance reviews, state testing results, novice/mentor teacher interviews, and implementation of the New Jersey Core Curriculum Content Standards (CCCS), New Jersey Professional Standards of Teachers and School Leaders, and No Child Left Behind regulations. Professional development discussions are included during faculty meetings, monthly professional development committee meetings, grade-level team meetings, cross grade-level team meetings, and summer curriculum focus groups. The professional development needs of the district are further expanded upon through Parent Teacher Organization (PTO) meetings and Key Communicators meetings, which target a broader range of district stakeholders.

Mentor training is a continuum; the district continues to take advantage of the New Jersey Mentoring for Quality Induction initiative to provide its teaching professionals with an appropriate formal mentoring program within the confines of the district's current funding resources.

The Mentoring Committee has fashioned an in-house mentor/novice teacher training component using several resources, such as Mentoring to Improve Schools video program by ASCD (Association of Supervision and Curriculum Development) and published resources, such as Why Didn't I Learn This in College, and Mentoring in the 21st Century.

A formal mentoring plan offering more specific guidelines and resources provides the mentor with both tools and resources, enabling the mentor and novice teacher to succeed. The district continues to develop programs that focus on the Mentoring for Quality Induction initiative, as follows:

- The district has engaged a broad-based group of teachers and school leaders, including representatives from the teacher association, as members of the Local Professional Development Committee (LPDC), and the Board of Education (BOE) to develop a mentoring plan aligned with state regulations.
- The LPDC has taken the initiative to establish a separate "Mentoring Committee" whose focus is strictly concentrated on mentor and novice teacher training.
- The Mentoring Committee, under the auspices of the LPDC, monitors implementation of the mentoring program, uses feedback to adjust components and make improvements, and reports program results to the LPDC.
- A formal approval process for mentors is in place. Any teaching professional qualified to mentor, or who presumes future qualification, is entitled to submit a formal application for consideration.
- Mentors will receive training in the skills necessary to provide support in areas of curriculum, conferencing, communication, instruction, and assessment, in alignment with the New Jersey Professional Standards for Teachers.
- Novice teacher training is always expanding and specifically tailored to meet the needs of all novice teachers.
- Administration will expand its support of novice teachers, in alignment with the New Jersey Professional Standards for Teachers, the New Jersey Core Curriculum Content Standards (NJ CCCS), and No Child Left Behind (NCLB) regulations, using supervision and evaluation as tools for growth and success.

b. Current needs of district mentoring plan

8
From the needs survey results received, the number one concern of both novice teachers and mentors was the need to find common time to work together.

The administration will identify individual needs of the novice teacher and pair them with the appropriate mentor teacher keeping mind, the need for common preparation time, and possible conflicts due to other obligations. Additionally, the administration will provide release time to allow the mentor teacher to make periodic observations of the novice teacher and to allow the novice teacher to observe other master teachers.
SECTION 3

Vision and Goals
Section 3:

Vision and Goals

All novice teachers hired in the Swedesboro-Woolwich school district (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped) are assigned a mentor upon beginning the provisional year. All novice teachers with the aforementioned certification participate in a one-year mentoring program (30 weeks for traditional route and 34 weeks for alternate route). The Swedesboro-Woolwich School District is committed to the success of the Mentoring for Quality Induction initiative.

Mentoring has been placed within the context of a comprehensive program of induction that offers specific program guidelines. Development and formal approval processes are in place and timelines have been established and disseminated accordingly. Program evaluation provides a detailed outline of the program evaluation process that assesses both the implementation and impact of the district’s local mentoring plan. All components of mentor and novice teacher training plan (Section 8) focus on roles and responsibilities, teacher development, and professional learning activities and provide on-going support. School leaders whole-heartedly support the program by selecting qualified mentors, encouraging the mentor-novice teacher relationship, and supervising novice teachers during their provisional year of teaching and beyond. Once approved by the BOE, the mentoring plan will be forwarded through the county superintendent to the Department of Education.

The district’s goals for mentoring are aligned with the New Jersey Professional Standards for Teachers and School Leaders, NCLB Key Elements of High Quality Professional Development, and New Jersey CCCS. They are bases on needs assessments and teacher learning needs and aligned with district goals for on-going professional learning. The goals include, but are not limited to, the following:

- Enhancing teacher knowledge of and strategies related to the NJ CCCS in order to facilitate student achievement;
- Identifying exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and,
- The LPDC engages in on-going assessments of the Mentoring for Quality Induction program through a formal evaluation process, and gathers summative information on the impact of the program.

The Swedesboro-Woolwich School District is committed to continued improvement of its current mentoring program. The district looks forward to responses from staff and the community through its annual needs assessment process to ensure continued collaboration for the success of all students. Additionally, the information gleaned from the district’s surveys to novice teachers and mentors will assist the Mentoring Committee with its continued improvement of the district’s mentoring plan.
SECTION 4

Mentor Selection

Mentor Teacher Application

Mentoring Contract

Ethical Code of Practice for Mentoring
Mentor Selection

a. Guidelines for selection of mentors

The district is keenly aware of the importance of assigning qualified mentors to novice teachers and undertakes this responsibility with consideration of the qualities of an effective mentor.

Mentor teachers are selected on the basis of their content and instructional expertise and understanding of the district norms, values and resources. Mentors must be full-time, certified, tenured teachers in satisfactory standing based on the previous year’s PIP. Candidates must be approved by building principals and in compliance with attendance policies. Whenever possible, assignments will be based on content, skill level, or grade level compatibility.

Candidates should possess certain personal dispositions. They need to be flexible, open-minded, and optimistic. They possess effective interpersonal skills, a collaborative disposition, and an ability to maintain confidential personnel information. Mentors are knowledgeable of district resources and workplace day-to-day operations. Demonstrating models of reflective, continuous learners, mentors provide acceptance of the novice teacher and offers instructional support.

b. Application process and selection of mentors

1. Potential applicants complete self-survey “Expected Obligations of Mentors.”

2. Applicants submit completed applications to Curriculum Coordinator.

3. Applicants screened and approved by district administrators.

4. Applicants are notified of their mentor status by the district Curriculum Coordinator, whenever possible, by the beginning of the school year.
Pre-service Inventory for Mentor Applicants

The purpose of this inventory is to inform staff members of the role and responsibilities of mentors when considering the decision to apply.

Please complete and sign the following Pre-Service Inventory. Return with your completed application.

_____ I will attend all mentor/novice district scheduled meetings.

_____ I will arrange time to work side by side and conference with my novice, reflecting and coaching in all areas of teaching and classroom management.

_____ I will be a liaison between the district and novice, providing support in following procedures, accessing resources, and utilizing technology.

_____ I will maintain confidentiality in all personnel information.

_____ I will demonstrate a consistent, positive attitude.

_____ I will provide emotional support and encourage stress management strategies.

_____ I will be a strong, effective communicator.

_____ I will be a professional role model.

_____ I will track mentor-novice interactions on the district record sheet.

_________________________________________   ______________________
Name                                          Date
MENTOR TEACHER APPLICATION

Part A: Mentor Teacher Application

Name:_______________________________  School:_______________________

Assignment:_____________________  Years Teaching:_______________

Grades Previously Taught:_____________________________________________

Certified?  YES NO  Regular Education?  YES NO  Special Education?  YES NO
Tenured?  YES NO  Experienced Mentor?  YES NO

Home Address:_____________________________________________________
Home Telephone:__________________  Other Telephone:__________________

I am interested in becoming a Mentor to a Novice Teacher for the 2008-2009
school year. I understand that the role of a Mentor is critical to the success of a
Novice Teacher and, ultimately, a key to student achievement.

I am committed to the State of New Jersey’s required goals of the Mentoring Plan*, which include, but are not limited
to, the following:

- Maintaining a confidential Mentor-Novice Teacher relationship
- Demonstrating command of CCCS and pedagogy
- Participating in the district’s new Mentor Training Program

____________________________________            ________________________
Applicant’s Signature                                                               Date

Part B: Principal’s Mentor-Novice Assignment

Principal’s Name:______________________________

School:__________________________________________

I have selected________________________________, who currently holds the position
of___________________________________________, to serve as a Mentor Teacher to
___________________________________________, a Novice Teacher who has been
appointed to the position of ____________________________ for the 2008-2009 school year.

_______________________________________                    ___________________________
Principal’s Signature                                                                   Date
MENTORING CONTRACT

Mentor: ___________________________ Assignment: ________________

Novice Teacher: ______________________ Assignment: ________________

School: ___________________________ School Year: ____________

Principal: __________________________ Date: ________________

The mentor and novice teacher hereby agree:

- To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
- To keep shared information and discussions confidential.
- To follow the Ethical Code of Practice for Mentoring.

The mentor hereby agrees:

- To review the background of the novice teacher to provide the type and amount of support indicated by this background.
- To orchestrate at least 2 face-to-face meetings/month for a minimum of 30 minutes and document the date, time, and topic discussed. This “Correspondence Log” will be turned in to the Supervisor of Curriculum by May 15, 2010; prior to the stipend payment collection.
- To orchestrate a planned observation at least once per marking period (between novice and mentor, or another teacher) and provide the novice teacher with feedback, coaching, and support.
- To be available for informal support and consultation, even if it is more convenient to meet before or after the school day; as the mentoring stipend legitimizes.

The novice teacher hereby agrees:

- To also document the date, time, and topic discussed for each of the 2 meetings/month.
- To observe the mentor’s teaching, as well as the teaching of other experienced professionals, as recommended by the mentor.
- To work on following the suggestions which the mentor makes.
- To seek out the mentor or other experienced professionals for answers to questions that may arise.
- To direct any concerns regarding the mentor/novice teacher relationship to the Supervisor of Curriculum as soon as possible.
- To turn in the required mentoring stipend to the Supervisor of Curriculum by May 28, 2010.

The principal hereby agrees:

- To observe and evaluate the novice teacher.
- To provide support to both the mentor and the novice teacher.
- To form evaluate opinions from personal observations of and consultations with the novice teacher, and not from any evaluative comments from the mentor regarding the novice teacher.
- To allow the mentor periods of release time to observe the novice teacher.
- To allow the novice teacher periods of release time to observe the mentor or other teaching professionals.

All the signers agree to follow state regulations for mentoring aligned with the New Jersey Professional Standards for Teachers as outlined in the district’s Mentoring for Quality Induction program.

Mentor: ___________________________ Date: ________________

Novice Teacher: ______________________ Date: ________________

Principal: __________________________ Date: ________________
SECTION 5

Roles and Responsibilities for Mentors

Ethical Code of Practice for Mentoring

Responsibilities of Stakeholders in a Mentoring Program
<table>
<thead>
<tr>
<th></th>
<th>Roles and Responsibilities for Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide daily support to novice teacher, teaching the responsibilities of a professional teacher.</td>
</tr>
<tr>
<td>2.</td>
<td>Provide regular conferences to discuss concerns, progress, and ongoing professional development.</td>
</tr>
<tr>
<td>3.</td>
<td><em>Plan on meeting twice a month (minimally)</em> to discuss practice, build collegial support, and/or to perform observations. Face-to-face (preferred in keeping with N.J.A.C. 6A:9-8.4(b) 3,) email, and phone calls will be recorded on district mentor-mentee record sheet.</td>
</tr>
<tr>
<td>4.</td>
<td>Perform <strong>at least one classroom visitation per marking period</strong> with both a pre-conference and post-conference.</td>
</tr>
<tr>
<td>5.</td>
<td>Provide opportunities for observation of mentor teacher or other teaching staff member, arranging release time, if needed.</td>
</tr>
<tr>
<td>7.</td>
<td>Provide insight into school procedures and how all staff works together in day-to-day operations.</td>
</tr>
<tr>
<td>8.</td>
<td>Provide support on issues such as classroom management, student discipline, student motivation, and individual student needs.</td>
</tr>
<tr>
<td>9.</td>
<td>Provide communication techniques for dealing with students, parents, fellow teachers, other staff members and administrative personnel.</td>
</tr>
<tr>
<td>10.</td>
<td>Provide technical support for use of student data management system.</td>
</tr>
<tr>
<td>11.</td>
<td>Assist the novice teacher in lesson planning, pacing, content, and effective teaching strategies.</td>
</tr>
<tr>
<td>12.</td>
<td>Assist the novice teacher in completing required documents for various offices.</td>
</tr>
<tr>
<td>13.</td>
<td>Provide the novice teacher with emotional support and coping skills such as effective time management and stress management.</td>
</tr>
</tbody>
</table>
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 agenda.

- Mentors must work within the current confidentiality agreement with the novice teacher.

- 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 the competence and operate within these limits.

- The mentor has a responsibility to develop his/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 at any time through a “no-fault exit” process. No blame shall be attached to either party. However, both mentor and novice teacher have a responsibility for discussing the issue together, as a matter of professional courtesy and as part of mutual learning and respect.

- The novice teacher should be aware of his/her rights and any complaints procedures.

- Mentors must be aware of current law and work within the law.
<table>
<thead>
<tr>
<th>Mentors</th>
<th>Novice Teacher</th>
<th>School Leader(s)</th>
<th>Other Faculty/SWEA</th>
<th>School Board</th>
<th>University Affiliates</th>
<th>State Dept of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orient novice teachers to school, district, and community</strong></td>
<td>Plan, teach, facilitate, and evaluate progress of students in his/her own classroom</td>
<td>Supervise and evaluate novice teachers</td>
<td>Serve on Mentoring Committee</td>
<td>Establish policy to make mentoring of novice teachers one of the district's priorities</td>
<td>Serve on Support Team</td>
<td>Establish mentoring program guidelines</td>
</tr>
<tr>
<td><strong>Link novice teachers to resources</strong></td>
<td>Participate in needs assessments</td>
<td>Facilitate faculty and community awareness</td>
<td>Serve on mentor selection committee</td>
<td>Ensure resources for program</td>
<td>Provide insight into the development of novice teachers</td>
<td>Provide technical assistance to districts</td>
</tr>
<tr>
<td><strong>Provide systematic support to novice teacher</strong></td>
<td>Visit mentor and other classroom teachers</td>
<td>Participate in orientation and training sessions</td>
<td>Encourage collegiality</td>
<td>Support a mentor coordinator position for the district</td>
<td></td>
<td>Coordinate and establish communication networks</td>
</tr>
<tr>
<td><strong>Help novice teacher to analyze teaching practice</strong></td>
<td>Meet and confer with mentor on a regular basis</td>
<td>Develop schedules for release time, common time, observation, conferencing, and workshops</td>
<td>Assist novice teachers as requested by mentor and/or novice teacher</td>
<td>Evaluate long-term effectiveness of teacher selection process</td>
<td></td>
<td>Link districts to resources for implementation, evaluation, and revision</td>
</tr>
<tr>
<td><strong>Assist in professional development of novice teacher</strong></td>
<td>Develop own professional development plan for the year</td>
<td>Meet with mentors and novice teachers on a regular basis</td>
<td>Help evaluate mentoring program</td>
<td>Review evaluation of mentoring program</td>
<td></td>
<td>Evaluate Mentoring for Quality Induction Initiative</td>
</tr>
<tr>
<td><strong>Attend all mentor training programs</strong></td>
<td>Help evaluate mentoring program</td>
<td>Arrange professional activities</td>
<td>Show support; be professional role models</td>
<td>Support Mentoring Committee</td>
<td></td>
<td>Revise initiative</td>
</tr>
<tr>
<td><strong>Model continuing professional development and assist novice teacher in designing his/her own professional development plan</strong></td>
<td>Assist in revision of program for the next year through feedback and assessment</td>
<td>Establish collaborative relationships with colleges and universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Help evaluate mentoring program</strong></td>
<td></td>
<td></td>
<td>Ensure and participate in program evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assist in the development of program revisions for the next year</strong></td>
<td></td>
<td></td>
<td>Facilitate revision of program for the next year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 6

Professional Learning Components for Mentors
Section 6:

Professional Learning Components for Mentors

This district’s Mentoring for Quality Induction program provides every mentor with a variety of training opportunities that will support him/her throughout the year. Professional development opportunities are aligned with the New Jersey Professional Standards of Teachers, NJ CCCS requirements, and NCLB regulations. Most importantly, all in-house professional development workshops are designed, and all out-of-district workshops are approved, for the ever-increasing student achievement. All opportunities provide annual, ongoing, and sustained professional development for the mentor teacher.

Mentors will receive training in the area of communication, setting priorities, observations and evaluations, problem solving, etc., in accordance with district policies on professional development. Mentors will also increase their mentoring abilities through job-embedded professional development, which is rooted in the context of mentoring evolving from the specific roles and responsibilities of the mentor. Within the confines of the district’s current funding resources, mentors are encouraged to seek professional development opportunities that will enhance their position in the mentoring process. All staff members are entitled to attend in-district workshops; however, district policies and current funding resources govern the attendance of out-of-district workshops.
### Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>NJ Standard</th>
<th>NCLB elements</th>
<th>Mentor’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>Novice Teachers, Administrators, and Mentors will meet. Administrators will present information and lead a discussion regarding classroom management expectations and practical strategies for its implementation. <strong>Mentors will demonstrate different ways to assess student learning and some of the successful ways they have set up their classroom and teaching strategies to create an environment conducive to student learning.</strong></td>
<td>5,6</td>
<td>1,2,3,4, 6,7,8</td>
<td></td>
</tr>
<tr>
<td>Sept.</td>
<td>Novice Teachers, Administrators, Mentors and representatives from the Guidance/ Special Services Department will meet. The Guidance/ Special Services representatives will present the various services afforded through their departments as well as successful strategies that have been used in the place to meet legal and ethical standards for teaching Inclusion/ Special Education or 504 students. <strong>Mentor teachers will also provide information regarding the strategies they have used in the past.</strong> The administrators will then dismiss the Guidance/ Special Education representatives. Novice teachers will provide samples of their lesson plans from the past week. <strong>Mentor teachers and Administrators will look through the lessons and work with the novice teachers to enhance the lessons.</strong> Key points will be higher order thinking and lesson design, using the NJ Core Curriculum Content Standards as an active tool, as well as various assessment strategies.</td>
<td>1,4,5,7, 10</td>
<td>1,2,3,4, 5,6,7,8</td>
<td></td>
</tr>
<tr>
<td>Oct.</td>
<td>Novice Teachers, Administrators and Mentor Teachers will meet. Administrators and Mentor Teachers will discuss and present the philosophies of the school district. The Administrators will then ask the novice teacher to brainstorm strategies for further collaboration with teachers of similar and different instructional areas. <strong>Following the brainstorming session, the mentor teachers will review and discuss the strategies with the novice teacher.</strong> The Administration will then go over various strategies for communicating with parents. As progress reports will soon be going out, communication skills are vital. <strong>Mentor teachers will also share some practical strategies that have worked for them.</strong></td>
<td>2,3,6,8, 9</td>
<td>1,2,3,4, 5,6</td>
<td></td>
</tr>
<tr>
<td>Oct.</td>
<td>Novice Teachers, Administrators, a representative from the technology department, and Mentor Teachers will meet. This session will focus on the infusion of technology in the school. Novice teachers will review using the electronic grade-book, the phone system and other technological systems that are the infrastructure of the school. <strong>Mentor teachers will then demonstrate what instructional technology is available and show how they have used it in their classroom.</strong></td>
<td>1,4,6,8, 910</td>
<td>1,2,3,4, 5,6,7,8</td>
<td></td>
</tr>
<tr>
<td>Nov.</td>
<td>Novice Teachers, Administrators, Mentor Teachers, and ASK teachers will meet. The ASK teachers will present their programs and provide the strategies that they employ to help strengthen the foundation of learning for their students. Novice teachers will discuss with their mentors which of those strategies would work in their classroom and how they could incorporate them into their planning. <strong>The Mentor teachers will then meet privately with the Novice Teachers to allow for reflection of the year’s events, address any concerns or areas of praise.</strong></td>
<td>2,3,4,5, 6,7,9,10</td>
<td>1,2,3,4, 5,6,7,8</td>
<td></td>
</tr>
</tbody>
</table>

**Addendum:** All **alternative route teachers** will be given appropriate support, guidance, and evaluation prior to and/or during the first 20 days of employment as well as after according to (N.J.A.C.6A:9-8.3 and 8.4). Additional summer orientation workshops and meeting times will be orchestrated by the Curriculum Supervisor and mentoring team if and when an alternative route teacher is hired. During the initial starting weeks of the school year, substitute teachers will provide coverage to the novice teacher and mentor to ensure rigorous and meaningful meeting and training opportunities. The types of appropriate support and guidance will include, but not be limited to, classroom observations, mentoring and district support in a variety of professional areas.
SECTION 7

Professional Learning Components for Novice Teachers
Section 7:

Professional Learning Components for Novice Teachers

This district's Mentoring for Quality Induction program provides every novice teacher with a variety of training opportunities that will support him/her throughout the year as he/she moves through the phases of his/her development, as discussed in Section 5. Professional development opportunities for all district professional teaching staff are listed in Section 8 and are aligned with the New Jersey Professional Standards of Teachers, NJ CCCS requirements, and NCLB regulations. Most importantly, all in-house professional development workshops are designed, and all out-of-district workshops are approved, for the ever-increasing achievement of students. These opportunities provide ongoing and sustained professional development for the novice teacher.

Each novice teacher will be assigned a mentor in accordance with the mentoring plan's development and approval process. Training for new teachers through BTIC, and the district's own new teacher orientation and novice teacher orientation, begin in late August. Novice teachers then meet with their mentors on a regular schedule, which is best designed by them. Additionally, novice teachers receive counseling and direction from the Mentoring Support Team, including the principal, the curriculum coordinator, and other experienced teaching professionals, as designated by the Mentoring Committee and/or principal, on a regular basis.

Novice teachers will receive training in the areas of communication, curriculum, setting priorities, lesson planning, etc., in alignment with the New Jersey Professional Standards for Teachers and in accordance with district policies on professional development. The district's plan includes various activities providing novice teachers all the skills and knowledge necessary for success. Novice teachers also increase their teaching abilities through job-embedded professional development, which is rooted in the context of an educator's daily job evolving from the specific roles and responsibilities of the teacher.

Novice teachers are entitled and, at times, directed to attend specific BTIC workshops relating to a variety of issues that face new teachers entering the profession. In order to keep pace with the novice teachers' development, mentors are encouraged to join their novice teachers at BTIC workshops, when possible, thus providing immediate feedback, support, and encouragement to the novice teachers.

All staff members are entitled to attend in-district workshops; however, district policies govern attendance at out-of-district workshops.
Professional Learning Components for Novice Teachers

a. List of professional learning opportunities

b. Explanation of how the plan aligns with NJ Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Approx. Date</th>
<th>Activity</th>
<th>NJ Standard</th>
<th>NCLB elements</th>
<th>Novice’s Initials and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>Novice Teachers, Administrators, and Mentors will meet. Administrators will present information and lead a discussion regarding classroom management expectations and practical strategies for its implementation. Mentors will demonstrate different ways to assess student learning and some of the successful ways they have set up their classroom and teaching strategies to create an environment conducive to student learning.</td>
<td>5,6</td>
<td>1,2,3,4, 6,7,8</td>
<td></td>
</tr>
<tr>
<td>Sept.</td>
<td>Novice Teachers, Administrators, Mentors and representatives from the Guidance/Special Services Department will meet. The Guidance/Special Services representatives will present the various services afforded through their departments as well as successful strategies that have been used in the place to meet legal and ethical standards for teaching Inclusion/Special Education or 504 students. Mentor teachers will also provide information regarding the strategies they have used in the past. The administrators will then dismiss the Guidance/Special Education representatives. <strong>Novice teachers will provide samples of their lesson plans from the past week.</strong> Mentor teachers and Administrators will look through the lessons and work with the novice teachers to enhance the lessons. Key points will be higher order thinking and lesson design, using the NJ Core Curriculum Content Standards as an active tool, as well as various assessment strategies.</td>
<td>1,4,5,7, 10</td>
<td>1,2,3,4, 5,6,7,8</td>
<td></td>
</tr>
<tr>
<td>Oct.</td>
<td>Novice Teachers, Administrators and Mentor Teachers will meet. Administrators and Mentor Teachers from the Middle School will discuss and present (to the high school teachers) the philosophies of the Middle School. The Middle School employs instructional teams. Therefore, collaboration with other teachers is built in. <strong>The Administrators will then ask the novice teacher to brainstorm strategies for further collaboration with teachers of similar and different instructional areas.</strong> Following the brainstorming session, the mentor teachers will review and discuss the strategies with the novice teacher. The Administration will then go over various strategies for communicating with parents. As progress reports will soon be going out, communication skills are vital. Mentor teachers will also share some practical strategies that have worked for them.</td>
<td>2,3,6,8, 9</td>
<td>1,2,3,4, 5,6</td>
<td></td>
</tr>
<tr>
<td>Oct.</td>
<td>Novice Teachers, Administrators, a representative from the technology department, and Mentor Teachers will meet. This session will focus on the infusion of technology in the school. <strong>Novice teachers will review using the electronic grade-book, the phone system and other technological systems that are the infrastructure of the school.</strong> Mentor teachers will then demonstrate what instructional technology is available and show how they have used it in their classroom.</td>
<td>1,4,6,8, 9,10</td>
<td>1,2,3,4, 5,6,7,8</td>
<td></td>
</tr>
<tr>
<td>Nov.</td>
<td>Novice Teachers, Administrators, Mentor Teachers, and ASK teachers will meet. The ASK teachers will present their programs and provide the strategies that they employ to help strengthen the foundation of learning for their students. <strong>Novice teachers will discuss with their mentors which of those strategies would work in their classroom and how they could incorporate them into their planning.</strong> The Mentor teachers will then meet privately with the Novice Teachers to allow for reflection of the year’s events, address any concerns or areas of praise.</td>
<td>2,3,4,5, 6,7, 9,10</td>
<td>1,2,3,4, 5,6,7,8</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 8

Action Plan for Implementation
Section 8

Action Plan for Implementation

**Goal 1:** The Mentoring Plan will be updated during the spring of each school year in accordance to the mentoring plan regulations: N.J.A.C. 6A:9-8.4 and in alignment with professional standards for teachers N.J.A.C. 9-3.3

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Stakeholders Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPDC/Mentoring Committee evaluation of Mentoring Plan</td>
<td>Spring</td>
<td>Mentoring Committee Members &amp; District Mentoring Administrator</td>
</tr>
<tr>
<td>LPDC/Mentoring Committee revision of Mentoring Plan</td>
<td>Spring</td>
<td>Mentoring Committee Members &amp; District Mentoring Administrator</td>
</tr>
<tr>
<td>Local Board of Education Approval</td>
<td>Spring</td>
<td>Board of Education &amp; District Mentoring Administrator</td>
</tr>
</tbody>
</table>

**Goal 2:** The District’s Mentoring Plan will be implemented throughout the 2008-2009 school year as follows:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Stakeholders Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Teacher Applications Accepted &amp; Reviewed</td>
<td>May/June</td>
<td>District Administrators</td>
</tr>
<tr>
<td>Mentor Teachers Assigned to Novice Teachers</td>
<td>July</td>
<td>District Administrators</td>
</tr>
<tr>
<td>Pairing of Mentor/Novice Teachers</td>
<td>New Teacher Orientation August</td>
<td>Mentors, Novice Teachers, District Mentoring Administrator</td>
</tr>
<tr>
<td>Novice Teacher staff development Opportunities</td>
<td>Offered throughout the year through District In-Service Days, PD Workshops, Team Collaboration Meetings and Quarterly Mentoring Meetings</td>
<td>District Staff, District Mentoring Administrator, LPDC/Mentoring Committees</td>
</tr>
<tr>
<td>Novice Teacher/Mentor Teacher Communication &amp; Observation Opportunities</td>
<td>Quarterly Mentoring Meetings Designated prep times; Observation times</td>
<td>District Mentoring Administrator &amp; Mentoring Committee Mentor/Novice Teachers</td>
</tr>
<tr>
<td>Mentoring Program Mid-Year needs Assessment</td>
<td>Winter Mentoring Meeting</td>
<td>Mentor/Novice Teachers</td>
</tr>
<tr>
<td>Mentoring Program Evaluation</td>
<td>Spring Mentoring Meeting</td>
<td>Mentor/Novice Teachers</td>
</tr>
<tr>
<td>LPDC/Mentoring Committee Evaluations &amp; Revisions of the Mentoring Plan</td>
<td>See Goal 1</td>
<td>See Goal 1</td>
</tr>
</tbody>
</table>
SECTION 9

Resource Options Used
Section 9

Resource Options Used

Listed below are resources available to Mentor and Novice Teachers.

<table>
<thead>
<tr>
<th>Mentors Teachers</th>
<th>Novice Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTIC (Beginning Teachers Induction Center)</td>
<td>BTIC (Beginning Teachers Induction Center)</td>
</tr>
<tr>
<td>Planning Sheets</td>
<td>Planning Sheets</td>
</tr>
<tr>
<td>Release time for observing Novice Teacher</td>
<td>Release time for observing Mentor Teacher</td>
</tr>
<tr>
<td>Observation Outline</td>
<td>Observation Outline</td>
</tr>
<tr>
<td>Needs Assessment *Mid Year</td>
<td>Needs Assessment *Mid Year</td>
</tr>
<tr>
<td>End of Year Evaluation</td>
<td>End of Year Evaluation</td>
</tr>
<tr>
<td>Tips For Mentors</td>
<td>District Information <em>(included in District Handbook)</em></td>
</tr>
<tr>
<td>Staff Intranet</td>
<td>Staff Intranet</td>
</tr>
<tr>
<td>Scheduled Quarterly Meetings</td>
<td>Scheduled Quarterly Meetings</td>
</tr>
<tr>
<td>Responsibility of “Stakeholders” table</td>
<td>Responsibility of “Stakeholders” table</td>
</tr>
<tr>
<td>Modified Mentors <em>(Novice Summary for Experienced Teachers new to district)</em></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 10

Funding Resources
Section 10

Funding Resources

An extensive array of professional development opportunities is available to all district teaching staff, which includes novice teachers. The district does not hesitate to use all of the resources at its disposal to ensure mentors and novice teachers receive training of the highest caliber within the limits of the district's mentoring plan and current budget. Funding is provided for district professional development through Title IID of the NCLB allocation.

Mentor and Novice teachers are, in accordance with the district’s current teaching contract, permitted to attend 2 out of district professional workshops per year. Teachers are required to submit workshop information, along with a Professional Day request, to their appointed building principal for review and approval. This funding is also provided by the district’s allocation of Title IID funds.
SECTION 11

Program Evaluation

Annual Needs Assessment for Mentors

Novice Teacher Evaluation Survey
Program Evaluation

*The Swedesboro-Woolwich school district reviews, evaluates, and revises, as needed, the mentoring plan and related activities on an annual basis.* The Mentoring Committee, under the auspices of the Local Professional Development Committee (LPDC), is responsible for plan development, implementation, monitoring, and evaluation. With respect to program evaluation, the Mentoring Committee is responsible, as follows:

<table>
<thead>
<tr>
<th>Mentoring Committee Responsibilities</th>
<th>Evaluations Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing evaluation instruments used to evaluate the program’s effectiveness measure participant involvement and satisfaction with the training</td>
<td>Classroom observations, which are logged by both the mentor and novice teacher including: dates, amounts of time per session, and objectives</td>
</tr>
<tr>
<td>Measure participant involvement and satisfaction with the training</td>
<td>One-to-one meetings</td>
</tr>
<tr>
<td>Collecting, analyzing, and interpreting the data to support program refinements as well as to meet state reporting obligations (QSAC)</td>
<td>Topics of formal and informal meetings, such as classroom management, discipline, lesson planning, etc</td>
</tr>
<tr>
<td>Using the results to adjust the existing mentoring plan</td>
<td>Professional learning activities that facilitated movement toward anticipated goals</td>
</tr>
<tr>
<td></td>
<td>Yearly retention rates of novice teachers</td>
</tr>
</tbody>
</table>
ANNUAL NEEDS ASSESSMENT
FOR MENTORS

In order to gather information that will help us improve our mentoring program, please respond to the following items. Please read each question carefully. Bring your completed survey to the End-of-Year Mentoring Celebration. Thank You!

MY ROLE AS A MENTOR AND THE SUPPORT I RECEIVED FROM OTHERS

1. How many years have you been a mentor?

2. What individuals, activities, or readings/other resources were most helpful in enabling you to understand your role as a mentor?

   • Individuals:

   • Activities:

   • Readings/Other Resources:

3. What other activities might assist you in gaining this understanding?

4. What kinds of administrative support were most valuable in helping you to fulfill your role?

5. Which types of administrative support were not as valuable?

6. How many times did you observe your novice teacher?

7. How many times did your novice teacher observe you?

8. To your knowledge, how many times did your novice teacher observe other faculty members teaching?
9. What resources did you guide your novice teacher to use?

10. What strategies did you employ to find time to meet with your novice teacher?

11. Are there any other strategies you believe the district should employ to facilitate mentors finding time to be with their novice teachers?

12. What strategies did you use that you believe were effective in building a collegial relationship with your novice teacher?

OPEN-ENDED QUESTIONS

13. One real benefit of being a mentor was…

14. The biggest challenge I had this year as a mentor was…

15. As a mentor, I wish I had known…

16. If I were to give advice to a new mentor, it would be…

17. The most important thing I learned from my novice teacher was…

18. One problem that my novice teacher had that I could not handle was…
19. Which items of the mentoring program were emphasized?

20. Which items of the mentoring program do you believe did not need to be emphasized?

21. What items would you like to see emphasized as the district enhances its program?

Thank you for your assistance. Date: ______________________
**Novice Teacher**  
**Evaluation Survey 2008-2009**

*In order to gather information that will help us improve our novice teacher program, please respond to the following items. Please read each question carefully, respond candidly, and return the form to Rachel Iaconelli via email or hard copy by May 28, 2009. Thank you for your valued opinion!*

1. What piece of advice would you give a novice teacher entering the district in 2009-2010?

2. Was there a particular issue that you experienced this year that required additional support or assistance from the Mentoring Team or your mentor? Please summarize *if and how* this occurred:

3. Please reflect on your overall relationship with your mentor teacher:

4. Please reflect on your overall rapport with your grade-level team:

5. Please comment on the following components of the Mentoring Program:

<table>
<thead>
<tr>
<th>Component</th>
<th>How often did this occur for you?</th>
<th>How was this effective?</th>
<th>How can this improve next year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with your Mentor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing your Mentor teaching or another teacher teaching:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being Observed by your Mentor or another teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending the Mentoring Meetings:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending BTIC:</td>
<td></td>
<td>List Specific Workshops:</td>
<td>List Specific Workshops:</td>
</tr>
<tr>
<td>Attending After-School Workshops:</td>
<td></td>
<td>List Specific Workshops:</td>
<td>List Specific Workshops:</td>
</tr>
<tr>
<td>Resources Provided to you from your Mentor or the Mentoring Committee:</td>
<td>N/A</td>
<td>What was most effective:</td>
<td>What can be added?</td>
</tr>
</tbody>
</table>

**Feel free to add additional comments or suggestions about the Swedesboro-Woolwich Mentoring Program.**
2008-2009 MENTORING PLAN
ADMINISTRATIVE EVALUATION SURVEY

Title: _____________________________

Please place the appropriate letter in the blank to indicate how the following descriptions fall into your areas of responsibility as they coincide with your job description.

D – direct responsibility  I – indirect responsibility  NA – not applicable

Administrative Roles/ Responsibilities

______ Conduct orientation program for novice teachers
______ Conduct meetings on a weekly basis with novice teachers
______ Participate in mentor selection process
______ Meet with mentors involved in the mentoring of novice teachers
______ Schedule common preparation time for mentor and novice teacher observations
______ Facilitate release time for mentor and novice teacher observations
______ Evaluate and provide feedback to novice teacher after evaluation
______ Communicate with mentors regarding purposes and goals of partnership
______ Make final recommendation to state regarding permanent licensure
______ Encourage/recommend professional development for novice teachers
______ Determine common interests and concerns amongst the novice teachers
______ Brainstorm solutions for common concerns amongst the novice teachers
______ Encourage communication/feedback between mentor and novice teacher
______ Assist with development of PIP
______ Assist with self-evaluating through professional visitation