



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 3: Sample Pre-Mentoring Survey for Novice Teachers

This survey lets the novice teacher self-evaluate strengths and weaknesses, as well as supply background and experience. The novice teacher may wish to share some of this information with the mentor.

1. List your previous teaching experience, including student teaching.
2. List your three strongest assets as a teacher.
3. List three areas of concern as a novice teacher in _____ (school/district).
4. How often would you like to meet with your mentor?
5. In what ways do you think a mentor would be helpful to you?
6. In what activities do you expect your mentor to engage you?

How would you rate your skills in the following areas?

1 = developing 2 = confident 3 = accomplished

- ___ lesson planning
- ___ planning for a substitute teacher
- ___ large group instruction
- ___ small group instruction
- ___ one-to-one instruction
- ___ behavior management
- ___ developing and administering informal classroom assessments
- ___ planning instructional units
- ___ planning and producing instructional materials
- ___ planning for students with special needs, including those “at risk” and “gifted”
- ___ parent conferences and communications
- ___ dealing with crisis in the classroom
- ___ establishing rapport with faculty and staff
- ___ understanding teaching/learning styles
- ___ understanding cultural or ethnic differences
- ___ ability to set appropriate levels of expectations for student achievement

Please list any other areas of concern that were not addressed in this survey.

Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 5), by Montclair School District, NJ. Used with permission.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 4: Sample Mentoring Activities Checklist

5

five

AUGUST / SEPTEMBER

- ___ Welcome the novice teacher with a phone call prior to school.
- ___ Give the novice teacher a tour of the building and introduce staff members.
- ___ Review the building procedure book together.
- ___ Discuss the policies and social traditions of the school/district.
- ___ Show the novice teacher how to get necessary materials and books.
- ___ Review emergency procedures for the building.
- ___ Share building schedules.
- ___ Be accessible the first day and week.
- ___ Help the novice teacher set goals for the first week.
- ___ Discuss basic discipline policies for the school.
- ___ Review lesson plan procedures.
- ___ Help the novice teacher understand the phone and technology procedures.
- ___ Explain school/district forms.
- ___ Review grading/assessment procedures.
- ___ Discuss portfolio and journal expectations for the mentoring program.
- ___ Review evaluation and observation procedures.
- ___ Establish a regular routine for meetings with your novice teacher.
- ___ Write a brief note of support – share your own “starting out” stories.
- ___ Get the novice teacher ready for Back-to-School events.
- ___ Let the novice teacher know of upcoming professional learning opportunities.
- ___ Review holiday/birthday procedures.
- ___ Visit informally as the novice teaches a lesson.
- ___ Share professional development procedures.
- ___ Discuss how to call out sick and set up for a substitute.
- ___ Encourage parental communication.
- ___ Discuss special needs students.
- ___ Review faculty meeting procedures.

OCTOBER / NOVEMBER

- ___ Review field trip procedures.
- ___ Review and discuss classroom and time management.
- ___ Explain how to make referrals (PAC committee).
- ___ Set up a time for the novice teacher to visit your classroom.
- ___ Accentuate the positive and encourage reflection.
- ___ Save student work for conferences.
- ___ Discuss conferencing procedures.
- ___ Review progress reports.
- ___ Look at report card procedures.
- ___ Continue to look at effective classroom practices.
- ___ Share bulletin board and project ideas.
- ___ Be there on the good days and the bad.
- ___ Encourage attendance at the NJEA convention.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 4: Sample Mentoring Activities Checklist (continued)

5
five

DECEMBER / JANUARY

- ___ Discuss sensitivity to holidays.
- ___ Make sure the novice teacher is aware of any staff social get-togethers.
- ___ Review the fall's highlights – successes and challenges.
- ___ Share bad weather and school closing procedures.
- ___ Go to a professional learning activity together.
- ___ Share ideas for lesson plans immediately preceding a holiday.
- ___ Look at mapping out the semester and discuss pacing.
- ___ Be encouraging.
- ___ Prepare for the next report card.

FEBRUARY / MARCH

- ___ Review any standardized testing procedures.
- ___ Examine standardized available test specs.
- ___ Review grade or department expectations for students.
- ___ Review additional observation and evaluation procedures.
- ___ Encourage your novice teacher to make special plans to celebrate spring break.
- ___ Discuss special classroom techniques (cooperative and flex groups).
- ___ Discuss reinforcing behavioral rules right before spring break.

APRIL / MAY / JUNE

- ___ Explain rehiring practices and contracts.
- ___ Discuss how to design a Professional Improvement Plan.
- ___ Review end of the year procedures.
- ___ Take time to celebrate the year.
- ___ Offer tips for packing up the classroom.
- ___ Consider ideas for the last weeks of school that engage students in meaningful activities.
- ___ Review cumulative folder procedures.
- ___ Share end of the year celebrations with students.

Source: Toms Rivers School District, NJ. Used with permission.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 5: New Jersey Professional Standards for Teachers

5
five

All professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teachers as referenced in *N.J.A.C. 6A:9-3.3*. The Professional Standards for Teachers (and indicators) are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

Standard Five: Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

Standard Nine: Collaboration and Partnership

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being.

Standard Ten: Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 6: New Jersey Professional Standards for Teachers Awareness Activity

5
five

Directions:

1. Give each person 7 sticky notes. Identify what a teacher needs to know and be able to do to be an effective teacher in the classroom and write one comment per sticky notes.
2. In pairs or triads, share and place sticky notes in the appropriate boxes for the New Jersey Professional Standards for Teachers. (Template for activity is shown below.)
3. As a whole group, reflect and share answers to the following sample questions:
 - What teaching standards have the most sticky notes? Why?
 - Do novice teachers need to focus on certain teaching standards more during their first year of teaching? Why?
 - Did you notice any overlap where an idea might fit with several teaching standards? Why?

Subject Matter Knowledge	Human Growth and Development
Diverse Learners	Instructional Planning and Strategies
Assessment	Learning Environment
Special Needs	Communication
Collaboration and Partnerships	Professional Development

Source: Adapted with permission from New Teacher Center @UCSC.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 7: Sample Mentoring Discussion Topics

Lesson plans	Substitute lesson planning
Large group instruction	Flexible grouping
One-to-one instruction	Classroom behavior/management
Informal classroom assessment	Development of rubrics
Rapport with faculty and staff	Rapport with parents
Instructional units	Pacing of curriculums
Crisis in the classroom	Diversity of student needs
Educational philosophy	Teaching styles
Alternative assessments	Time management
Field trips	Grading systems/report cards
Referral of students	Special services
Professional Development	ESL
*100 hours	Multiple intelligences
*CEU	Learning styles
Classroom safety	Core Curriculum Content Standards
Testing procedures	Special event procedures
Confidentiality of student issues	Expectations of students
Telephone and technology use	Year-end responsibilities
Additional record keeping	Duty responsibilities
Professional responsibilities	Reviewing norms of the school
Writing a PIP	Legal rights and responsibilities
Motivating students	Diagnosing student needs
Understanding of TREA	

5
five

Source: Toms Rivers School District, NJ. Used with permission.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 8: Thinking Steps for Lesson Planning

5
five

Lesson Objective: What do I want students to know and/or be able to do by the end of this lesson?

- How will I communicate the objective to them, or is it important for this lesson that they discover that for themselves?
- How will they prove that they have achieved this objective?

Focus: How will I achieve student focus at the beginning of my lesson?

- Will I use an anticipatory set (an opportunity for all learners to bring to mind what they already know about the new learning)?
- Will I use some other means to focus student attention on the learning? (*i.e.*, novelty, discrepant event, etc.)

Value: What is the rationale for the learning objective? How and when will I share this with students?

Input: How will students learn the new knowledge and skills?

- Will they read about it? See a model or videotape? Hear about it from me, from a guest speaker, from another student?
- How will I involve students actively in this process? (See “Active Participation Techniques.”)

Check for Understanding (Monitoring): How will I know that all students have met the objective? (See “Monitoring Student Learning”)

- How will I elicit an observable behavior from all students that proves the lesson objective, so that I can make an informed decision about what to do next?
- How will I observe this – from each student?

Adjust: What will I do for students who are having trouble with the learning?

- Will I:
 - tutor them individually?
 - have an educational assistant work with them?
 - pair them up with students who met the objective?
 - put them in a group and work with them together?
- Do I have supplementary materials that may make reteaching easier or more effective?



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 8: Thinking Steps for Lesson Planning (continued)

Practice:

Is this a skill or a body of knowledge that needs practice? How will I provide for that?

- Have I monitored all students before providing practice, so that no one is practicing incorrectly?
- Have I noted in my plan book to be sure to come back to this learning later in the year to reinforce it?

Closure: What is a way to have all students reflect on the learning they have done in this lesson?

Materials: What materials and audiovisual equipment do I need for this lesson?

Student Set-Up:

- What do students need to have ready?
- How will I have them seated?
- If they will be working in groups, how will those groups be formed? How will I ensure that all group members participate?

5

five

Source: Professional Development Teacher Assistance Program
Online at <http://www.k12.wa.us/ProfDev/tap.beginning.aspx>



District Mentoring Plan: Components of Novice Teacher Training

5
five

RESOURCE 9: Preparation for Observation

The following checklist should be used as a guide to help the novice teacher prepare for formal observations/evaluations. It is advised that these topics be discussed with the mentor, and that the mentor and novice teacher decide together on how to best prepare for the novice teacher's formal observations/evaluations.

Administrative

- Greeting students.
- Conducting attendance expeditiously.
- Convening the class on time with minimum disruptions.
- Covering the announcements quickly and without disruptions.

Classroom Structure/Organization (Is the classroom organized to facilitate student learning?)

- Learning stations or centers.
- Students' access to computers.
- Facilitates teacher-to-student and student-to-student, face-to-face interaction.
- Themes conveyed by materials on bulletin board and other posting areas reflect the key/priority concepts for the course/subject matter.

Overview of Subject Matter Expectations

- Presentation of the relationship of the immediate previous class discussion to the current issues being reviewed. Checks for student understanding.
- Presentation of the specific outcomes regarding the concepts to be covered and learned during this class period. Checks for student understanding.
- Presentation of the process/methodology by which the concepts are to be covered. Checks for student understanding.
- Presentation of the time to be allocated to each concept. Checks for student understanding.
- Presentation of how the comprehension/understanding of the concepts will be assessed. Checks for student understanding.
- Presentation of how groups function effectively. Checks for student understanding.

Instructional Presentation

- Assessment of what students already know about the content to be taught.
- A conceptual overview of contents/concepts.
- Review of key terminology/vocabulary and definitions.
- Strategic questions to guide student discussion. Use of small groups.
- Use of testing (oral and written), special projects and homework to primarily reinforce learning and to assess students' learning.
- Knowledge of content demonstrated.
- Use of technology and other communication enhancement devices.
- Summation and assessment of student learning.
- Overview of issues to be discussed at the next meeting of the class.

Student Social Development

- Validates each student.
- Provides equitable and fair treatment for all students.
- Challenges unhelpful behaviors and reinforces helpful behaviors.
- Applies progressive discipline strategies.

Source: *Mentoring Handbook: Designed for Induction Year Teachers and Mentors* (p. 10), by Montclair School District, NJ. Used with permission.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 10: Sample Collaborative Assessment Log

Name: _____ Mentor: _____

Grade Level/Subject Area: _____ School: _____ Date: _____

Check all that apply:

- Connecting with content standards
- Connecting with professional goals
- Developing/reviewing professional goals
- Analyzing student work
- Communicating with Parents
- Modeling a lesson
- Planning a lesson
- Problem solving
- Classroom observation
- Reflecting
- Using technology
- Providing resources

What's Working: _____ Current Focus – Challenges – Concerns: _____

Teacher's Next Steps: _____ Mentor's Next Steps: _____

Next meeting date: _____ Focus: _____

SMK = Subject Matter Knowledge	HGD = Human Growth and Development	DL = Diverse Learners	IPS = Instructional Planning and Strategies	A = Assessment
LE = Learning Environment	SN = Special Needs	C = Communication	CP = Collaboration and Partnerships	PD = Professional Development

Source: Adapted with permission from New Teacher Center @UCSC.

District Mentoring Plan: Components of Novice Teacher Training



RESOURCE 11: Sample Learning-Focused Growth Plan

Target Completion Date: _____

Focus for Growth: What do I want to know/be able to do?

Filling the Knowledge Gap: How and where will I learn about it.
(readings, videos, talk to experts, *etc.*)? How will I build my skill level?

Implementation Steps:
When and how will I use the new information/skill(s)?

Assessment/Data Collection: How will I know that I am appropriately implementing new information/skill(s)? To what degree is this new information/skill(s) producing desired student results?

Assistance Options: What resources might I need? What resources are available to me?

Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.120), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 12: Sample Individual Growth Plan

Standard:

Criterion:

Strengths in this area:

Challenges in this area:

What is the critical question, directly relevant to your classroom assignment, which will focus your professional growth activities and increase your capacity to impact student learning?

Based on your critical question, what specific new learning will you need to build your capacity in this area?

Discuss and list resources (courses, articles, books, peers, videos, *etc.*) that could be helpful in achieving your goal:

What activities will you engage in to facilitate your learning? How and when do you plan to engage in the described learning activities?

How will you check to see if this learning has had a positive impact on student learning in your classroom?

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

5

five



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 13: Sample SMART Goal Chart

Directions: Complete the following SMART goals chart to determine if the goal is specific, measurable, achievable, relevant and tactically sound.

My proposed goal:

SMART Goal Criteria			How the Goal Meets the SMART Goal Criteria
S	Specific, standards-based	<ul style="list-style-type: none"> Clearly focused on what is to be accomplished and why this is important Based on standards for good teaching (New Jersey Professional Standards for Teachers, NBPTS) Based on <i>what</i> must be accomplished, not <i>how</i> it is to be accomplished. 	
M	Measurable	<ul style="list-style-type: none"> Must entail identifiable evidence of achievement Must be based on results 	
A	Achievable	<ul style="list-style-type: none"> Must be attainable within the time frame and resources available – must be within reach 	
R	Relevant	<ul style="list-style-type: none"> Must address clear evidence of need based on multiple sources of data Must be based on increased student learning. <i>How will meeting this goal help students?</i> 	
T	Tactically sound	<ul style="list-style-type: none"> Must identify the barriers and challenges in the process of meeting this goal. <i>Is it possible to overcome these barriers in the process of meeting this goal?</i> 	

Source: Udelhofen, S. & K. Larson. *The Mentoring Year: A Step-by-Step Program for Professional Development* p. 164, ©2003 by Corwin Press, Reprinted by Permission of Corwin Press Inc.

District Mentoring Plan: Components of Novice Teacher Training



RESOURCE 14: Sample Reflection Journal (Concern Focus: SELF)



Reflection Journal II

Date: _____

I am excited by the opportunity to...

I have noticed that I am doing well with...

I am curious about...

By the end of this semester, I want to be able to...

Information Needs	Resource/Material Needs

Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.123), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com.

District Mentoring Plan: Components of Novice Teacher Training



RESOURCE 15: Sample Reflection Journal (Concern Focus: TASK)



Reflection Journal VI

Date: _____

The most important lesson I've learned this year is...

In thinking about other colleagues, it would be interesting to work with...

on...

I can contribute to the professional school community by...

In thinking about school goals and projects, I need to know more about...

Information Needs	Resource/Material Needs

Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.127), by L. Lipton, B. Wellman, & C. Humbar, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com.

District Mentoring Plan: Components of Novice Teacher Training



RESOURCE 16: Sample Reflection Journal (Concern Focus: IMPACT)



Reflection Journal V

Date: _____

As a result of my instruction this week, my students can...

For my class, I am thinking about the following changes in curriculum...

If I could relive one day or class this week, it would be...

Given what I know now, I would change...

Information Needs	Resource/Material Needs

Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.112), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 17: Sample Weekly Novice Teacher Reflection Journal

Name: _____ Date: _____

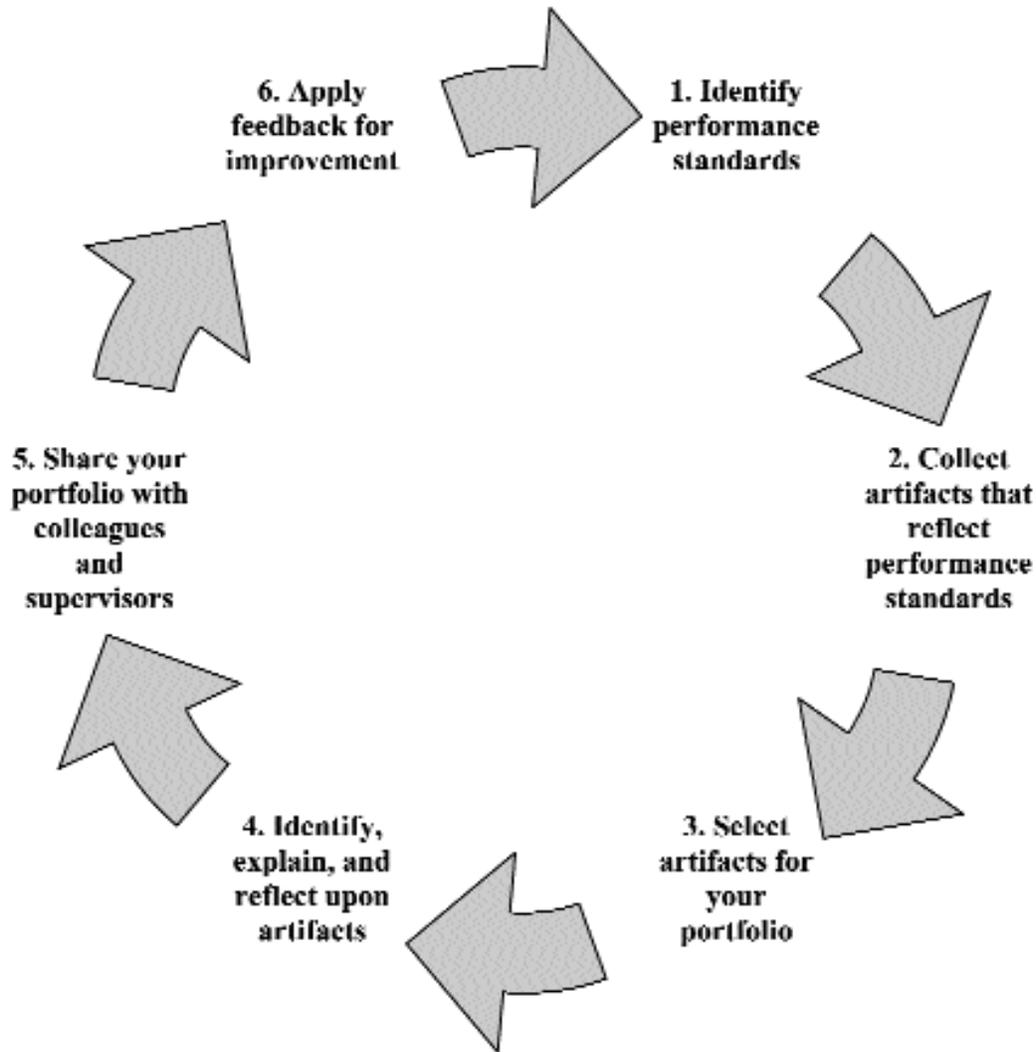
1. When did I feel the most connected, engaged, or affirmed as a teacher this week, especially regarding instructional methods? When did I feel most confident and competent with my instructional skills?
2. When did I feel the most disconnected, disengaged, or discouraged as a teacher this week, especially regarding instructional methods? When did I doubt my instructional competence and confidence?
3. If I could repeat this week, what would I do differently based on the learning and responses of my students, especially regarding instructional methods?
4. What am I most proud of this week based on the learning and responses of my students? Were there particular successes related to instructional methods?
5. Other thoughts about this week:
6. What were the most important things I learned while observing my learning partner's classroom?
7. What were the most important things I learned from my learning partner's feedback?

Source: Udelhofen, S. & K. Larson. *The Mentoring Year: A Step-by-Step Program for Professional Development*
p. 154, ©2003 by Corwin Press, Reprinted by Permission of Corwin Press Inc.

District Mentoring Plan: Components of Novice Teacher Training



RESOURCE 18: Sample Model for Portfolio Process



Source: *Handbook on Teacher Portfolios for Evaluation and Professional Development* (p. 40). by P. Tucker, J. Stronge, & C. Gareis, 2001, Larchmont, NY: Eye on Education. Permission granted at no charge.



District Mentoring Plan: Components of Novice Teacher Training

5
five

RESOURCE 19: Sample Portfolio Framework

	Sample Data Collection/Commentary	Sample Reflective Questions
Instructional Design	<ul style="list-style-type: none"> ■ Select and describe a class of students ■ Document a unit of instruction ■ Write a short commentary to establish the context for instruction 	<ul style="list-style-type: none"> ■ What do you want your students to know and be able to do? ■ Why is this important? ■ How/why is this unit connected to prior and future instruction?
Instructional Implementation	<ul style="list-style-type: none"> ■ Select lessons and/or lab activities ■ Videotape the lessons or labs ■ Write a short commentary reflecting on the videos 	<ul style="list-style-type: none"> ■ How did the structure of the lesson create an environment for learning? ■ What evidence of student learning do you have? ■ What modifications did you make in your lesson? What would you do differently? Why?
Assessment of Learning	<ul style="list-style-type: none"> ■ Collect samples of students' work ■ Write a short commentary analyzing student achievement 	<ul style="list-style-type: none"> ■ What did you learn about the students' knowledge and skills from their performances? ■ What did the students' performances tell you about your teaching? ■ How will you modify your teaching?
Analysis of Teaching and Learning	<ul style="list-style-type: none"> ■ Analyze the effectiveness of your teaching based on the learning of your students ■ Describe at least one aspect of your teaching that you would like to improve 	<ul style="list-style-type: none"> ■ What did you learn from this unit about your students as learners and about yourself as a teacher? ■ Overall, what changes would you make in your planning, instruction, and/or assessment the next time you teach this unit? Why?

Source: *Indiana Mentoring and Assessment Program (IMAP) for Teachers: A Guide for Beginning Teachers* (p. 21), by Indiana Professional Standards Board.



District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 20: Sample of Mentor-Novice Teacher Interaction



Novice Teacher Information

Name: _____

District: _____

Mentor Teacher Information

Name: _____

District: _____

Contact Information

Date of Contact: _____

Beginning Time: _____

Ending Time: _____

Total Time: _____

Contacted initiated by:

Novice teacher Mentor teacher

Type of Contact

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> One-on-one | <input type="checkbox"/> Drop-in visit |
| <input type="checkbox"/> Journal | <input type="checkbox"/> Phone call |
| <input type="checkbox"/> Phone call | <input type="checkbox"/> E-mail |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Classroom observation |
| <input type="checkbox"/> Other | |

Questions/Issues to Address with Mentor:

Ideas Generated During Interaction:

Practical Applications:

Source: *BEST: The Beginning Teacher Experience* (p. 88), by S. Kortman & C. Honaker, 2002, Dubuque, IA: Kendall/Hunt Publishing Co. Reprinted by Permission of Kendall/Hunt Publishing Company.