

The School Leader's Role in Mentoring for Quality Induction



RESOURCE 1: Criteria for Selection of Mentor Teachers

- The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher. The district board of education shall provide training in current educational practices to the retired teachers or administrators.
- The teacher is committed to the goals of the local mentoring plan.
- The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.
- The teacher has demonstrated exemplary command of content area knowledge and of pedagogy.
- The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible.
- The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves.
- The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
- The teacher provides letters of recommendation as determined by the district mentoring plan from those who are familiar with the mentor teacher applicant's work.
- The teacher agrees to complete a comprehensive mentor training program.



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RESOURCE 2: Sample Mentor Teacher Application and Assignment Form I



Part A. Mentor Teacher Application

I am interested in being considered for the position of a mentor teacher in the district’s mentoring for quality induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance.

Name: _____

1. What specific personal and professional qualities would you bring to mentoring a novice teacher?

2. How are you keeping current with your own professional development? What steps are you taking to be up-to-date on issues of curriculum and assessment?

3. What do you hope to gain from becoming a mentor?

Signature: _____ Date: _____

Part B. For Office Use Only

Local Professional Development Committee’s (LPDC) comments:

Part C. Principal’s Mentor-Novice Teacher Match

School: _____

Principal’s Name: _____

I have selected (**name of mentor**) _____

who currently holds the position of (**subject/grade level**) _____

to serve as a mentor teacher to (**name of novice teacher**) _____

who has been appointed to the position of (**subject/grade level**) _____

Principal’s Signature: _____ Date: _____

Source: Adapted from *Beyond Mentoring: How to Attract, Support, and Retain New Teachers* (pp. 128-129) by J. Saphier, S. Freedman & B. Aschheim, 2001, Newton, MA: Teachers²¹. Used with permission.



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RESOURCE 3: Sample Mentor Teacher Application and Assignment Form 2



Part A – Mentor Teacher Application Form

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

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

Name: _____

School: _____ Subject/Grade Level: _____

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

2. How are you keeping current in curriculum areas?

 Teacher's Signature Date

Part B – Principal's Mentor-Novice Teacher Assignment

I have assigned _____ to
 Mentor Teacher

_____, _____, a first year
 Novice Teacher Subject/Grade Level

teacher for the 200____ - 200____ school year.

 Principal's Signature Date

Principal: Please return this form to the Assistant Superintendent's Office when completed.

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RESOURCE 3 (continued)

Each teacher applying to serve as a mentor must submit three (3) mentoring reference forms or letters of reference to accompany the Mentor Teacher Application Form. *The references must be completed by individuals familiar with the prospective mentor’s work and his/her capacity to fulfill the role/responsibilities of mentor.*

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six

I believe that:

Mentor Applicant: _____

School: _____

Subject/Grade Level: _____

Possesses the requisite skills, knowledge and attitude to effectively serve as a mentor teacher for a first year teacher.

Name: _____

Position: _____

School: _____

Source: Dumont School District Mentoring Manual. Used with permission.



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RESOURCE 4: New Jersey Professional Standards for Teachers

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.

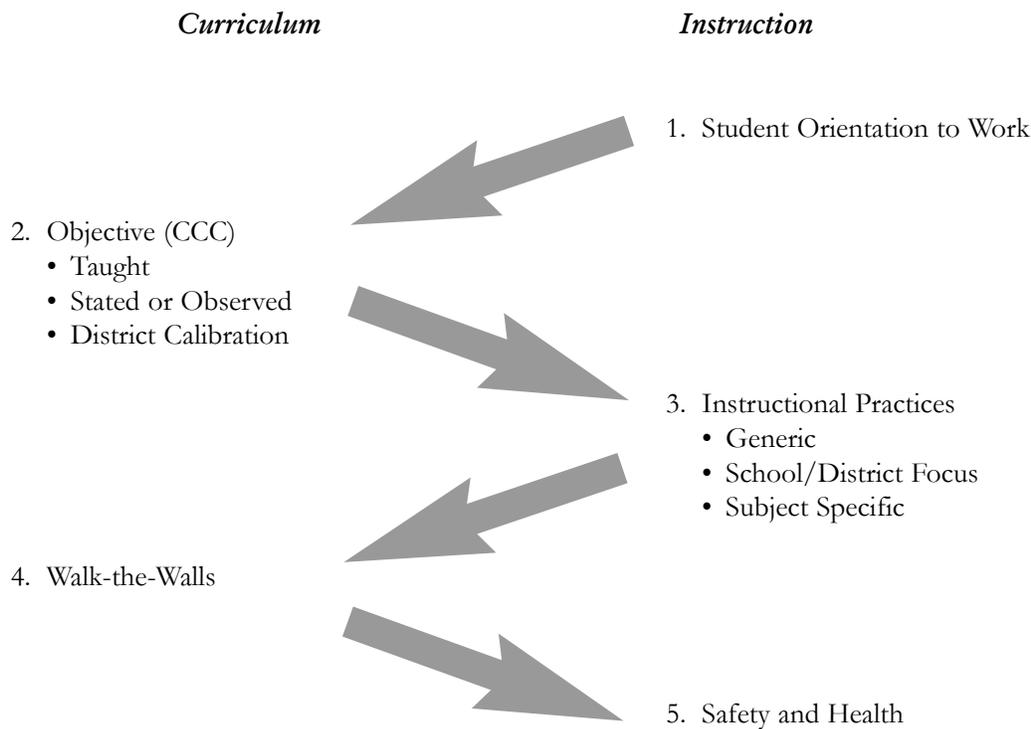
Standard Ten: Professional Development

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.



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RESOURCE 5: Sample Five-Step Walk-Through Observation Structure



A walk-through structure provides the principal with a structure:

- To gather data about the decisions the novice teacher is making relevant to curriculum and instruction;
- To look for strengths and identify areas for improvement, which are nonjudgmental;
- To coach a novice teacher in reflection of his/her teaching practices based on multiple walk-through data on teacher decision points; and
- To identify areas of need in order to guide and support the novice teacher in selecting professional learning activities.

Source: Downey, C., B. Steffy, F. English, L. Frase, & W. Poston, *The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time* (p. 41), ©2004 by Corwin Press, Reprinted by permission of Corwin Press Inc.



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RESOURCE 6: Provisional Teacher Program Matrix



Provisional Teacher Program

All novice teachers who hold a Certificate of Eligibility (CE) or a Certificate of Eligibility with Advanced Standing (CEAS) must be registered in the Provisional Teacher Program in the Office of Licensure and Credentials by the district when they are hired. It is the responsibility of the district and the building administrator to ensure that the novice teacher is enrolled in the program, that they are provided with a mentor for the first year, and that formative and summative evaluations are completed on the state forms. These criteria must be met in order for the novice to receive a standard certificate. Additionally, all novice special education teachers who hold a standard certificate should be mentored. In the absence of state funds or monies provided by school districts, novice teachers are responsible for the payment of all fees.

Novice Teacher Designation	Training Requirements	Mentoring Requirements	Evaluation Requirements	Fees
CE – Alternate Route	200 hours of training at a Regional Center in four phases	20 days of full-time mentoring 30 weeks of mentoring	State formative evaluation: 10 weeks State formative evaluation: 20 weeks State summative evaluation: 30 weeks	\$1300 – Regional Training Center \$450 – 20 days of mentoring \$550 – 30 weeks of mentoring
CE – Alternate Route for those completing a formal pre-service clinical experience (There are a variety of options available)	200 hours of training at a Regional Center in four phases	30 weeks of mentoring	State formative evaluation: 10 weeks State formative evaluation: 20 weeks State summative evaluation: 30 weeks	\$1300 – Regional Training Center \$550 – 30 weeks of mentoring
CEAS – Traditional Route Teachers	No additional training required	30 weeks of mentoring	State formative evaluation: 10 weeks State formative evaluation: 20 weeks State summative evaluation: 30 weeks	\$550 – 30 weeks of mentoring

For information on the Provisional Teacher Program call 609-984-6377.