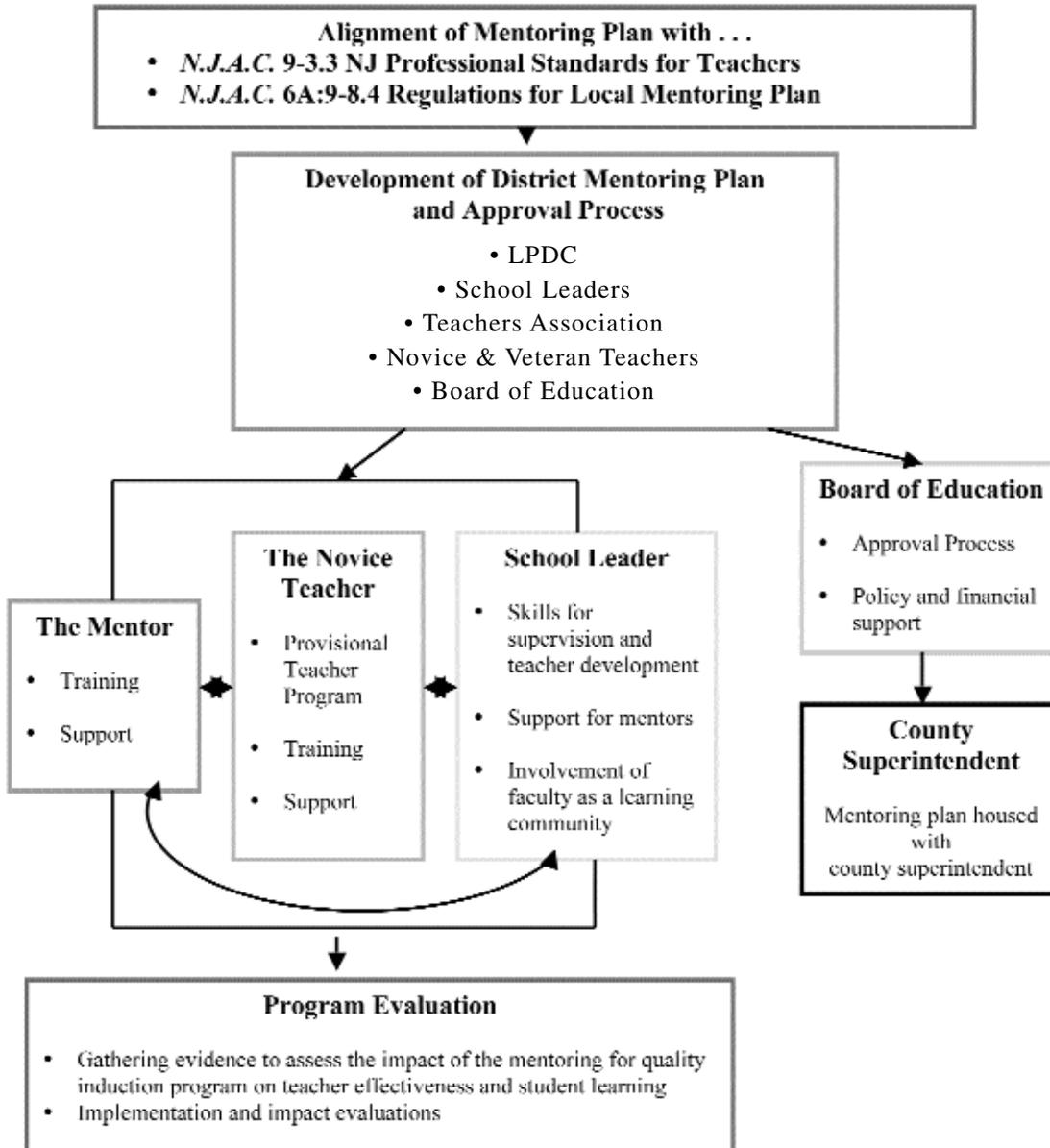


Plan Approval and the Local Board of Education



RESOURCE 1: Graphic for District Mentoring Plan



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



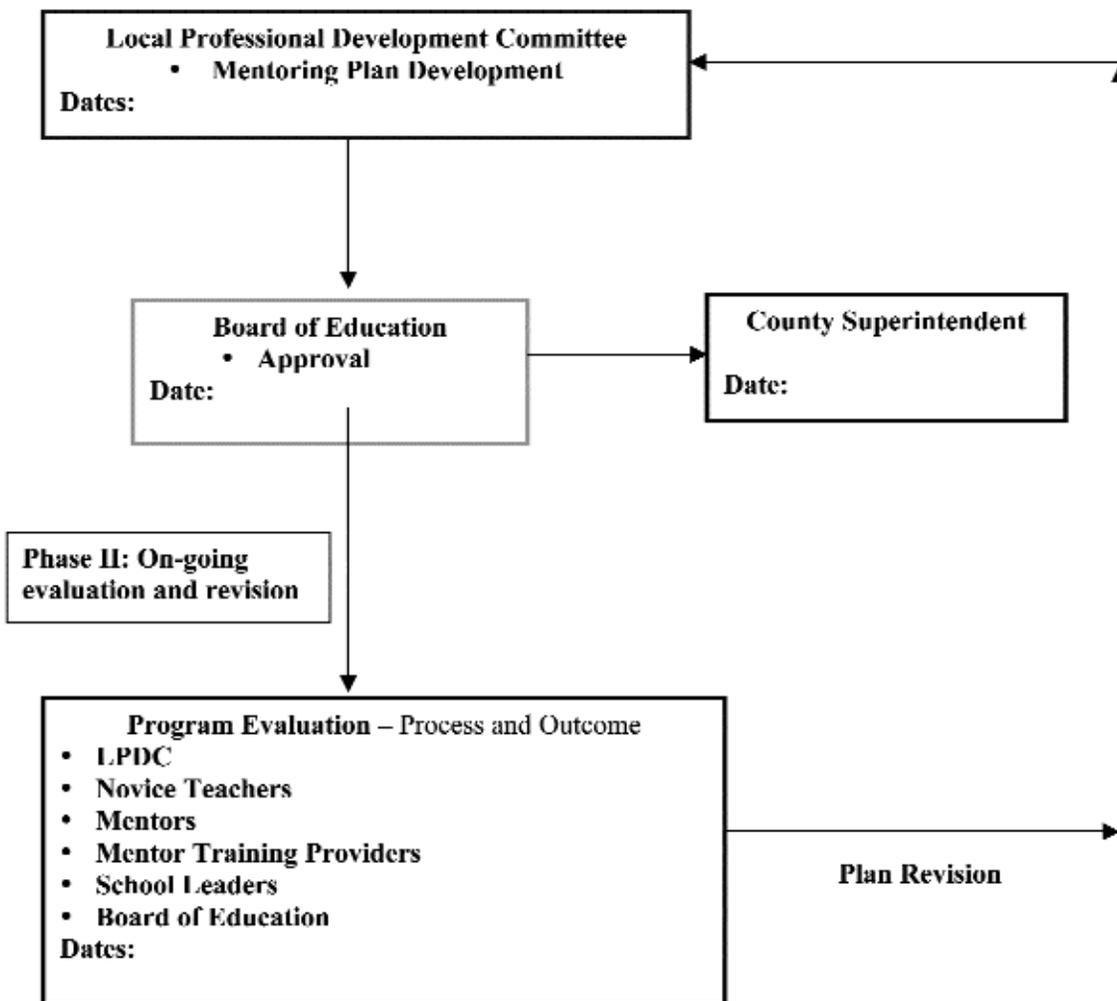
Plan Approval and the Local Board of Education

RESOURCE 2: Graphic for Timeline of District Mentoring Plan Development and Approval Process

Alignment of Mentoring Plan with . . .

- *N.J.A.C. 9-3.3* NJ Professional Standards for Teachers
- *N.J.A.C. 6A:9-8.4* Regulations for Local Mentoring Plan

Phase I – Start of Process



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



Plan Approval and the Local Board of Education

7

seven

RESOURCE 3: District Mentoring Plan Checklist

Required	Components of Mentoring Plan	Included
✓	Title Page	
✓	Table of Contents	
✓	Section 1: District Profile <ul style="list-style-type: none"> • District profile sheet • LPDC signoff sheet • Board of education approval form 	
✓	Section 2: Needs Assessment <ul style="list-style-type: none"> • Current assessment of the mentoring for quality induction program (reflection of past process and projection for future progress) • Current needs of district mentoring plan 	
✓	Section 3: Vision and Goals <ul style="list-style-type: none"> • Mentoring program vision • Mentoring program goals (measurable; aligned with New Jersey Professional Standards for Teachers and NCLB Professional Development) 	
✓	Section 4: Mentor Selection <ul style="list-style-type: none"> • Guidelines for selection of mentors • Application process and criteria for selection of mentors 	
✓	Section 5: Roles and Responsibilities for Mentors	
✓	Section 6: Professional Learning Components for Mentors (aligned with New Jersey Professional Standards for Teachers)	
✓	Section 7: Professional Learning Components for Novice Teachers (aligned with New Jersey Professional Standards for Teachers)	
✓	Section 8: Action Plan for Implementation (with timeline)	
✓	Section 9: Resource Options Used	
✓	Section 10: Funding Resources (state or district support)	
✓	Section 11: Program Evaluation (e.g. – evidence of teacher retention, impact on teacher effectiveness and student learning)	

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



Plan Approval and the Local Board of Education

RESOURCE 4: Rubric for Assessment of a District/School Mentoring Plan

Criteria for Success	Beginning	Developing	Established	Sustaining
Needs Assessment Process	<ul style="list-style-type: none"> No stakeholders involved in the needs assessment process. Process may include data analysis of training components. 	<ul style="list-style-type: none"> Some stakeholders involved in needs assessment process. Process includes analysis of training component feedback: Did teachers learn the material and can they apply it? 	<ul style="list-style-type: none"> All district stakeholders contribute to needs assessment process. Process reflects current status only. Process includes analysis of training component feedback: Does application enhance teacher effectiveness? 	<ul style="list-style-type: none"> All district and community stakeholders contribute to needs assessment process. Process reflects current and projected status. Process includes analysis of training component feedback: Does application enhance teacher effectiveness, student performance, and teacher retention?
Vision	<ul style="list-style-type: none"> Vision includes an understanding of all the components in the regulations for mentoring. Vision is designed by the local professional development committee. 	<ul style="list-style-type: none"> Vision includes an understanding of identified mentoring components. Select group of stakeholders is involved in designing and supporting the vision. 	<ul style="list-style-type: none"> Vision includes an understanding of comprehensive mentoring and induction components. All district stakeholders are involved in designing and supporting the vision. 	<ul style="list-style-type: none"> Vision includes an understanding of comprehensive mentoring and induction components. All district and community stakeholders are involved in designing and supporting the vision. Vision is based on needs and research.
Goals	<ul style="list-style-type: none"> Goals support the regulations for mentoring and are aligned with the Professional Standards for Teachers. 	<ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment and student achievement data. 	<ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment, student achievement data and teacher learning needs. 	<ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment, student achievement data and teacher learning needs. Goals are aligned to the district goals for ongoing professional learning.
Objectives	<ul style="list-style-type: none"> No objectives stated. 	<ul style="list-style-type: none"> Some objectives are aligned with goals. 	<ul style="list-style-type: none"> Objectives are directly related to goals. 	<ul style="list-style-type: none"> Objectives are clear and measurable. Objectives are directly related to goals.

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



7 seven

Plan Approval and the Local Board of Education

RESOURCE 4 (continued)

Criteria for Success	Beginning	Developing	Established	Sustaining
Mentor Selection	<ul style="list-style-type: none"> Criteria and application process for mentors is in compliance with minimum regulations for mentoring. 	<ul style="list-style-type: none"> State criteria for selection of mentors are identified and used. Mentors and novice teachers are matched according to availability. 	<ul style="list-style-type: none"> State criteria for selection of mentors are identified and used. Mentors and novice teachers are matched (to the degree possible) according to grade-level/content area. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers. 	<ul style="list-style-type: none"> State criteria for selection of mentors are identified and fully implemented. Mentors and novice teachers are matched (to the degree possible) according to grade-level/content areas and proximity. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers. A procedure exists that, in the event matches do not work, both parties are “held harmless” and a new match is made.
Roles and Responsibilities	<ul style="list-style-type: none"> Roles and responsibilities for LPDC, board of education, mentor and novice teacher are defined as in regulations for mentoring. 	<ul style="list-style-type: none"> Additional roles and responsibilities for LPDC, board of education, mentor and novice teacher are clearly defined to support mentoring. 	<ul style="list-style-type: none"> Roles and responsibilities for some additional stakeholders are defined. 	<ul style="list-style-type: none"> The roles and responsibilities of all stakeholders are clearly defined.
Professional Learning - Mentors	<ul style="list-style-type: none"> Basic training opportunities are available on a voluntary basis. Training is offered only once or twice a year. Training is not based on needs assessment data. 	<ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Training is the main mode of delivery for professional learning. Some professional learning is based on data and may be targeted to meet needs. 	<ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan. 	<ul style="list-style-type: none"> Professional learning opportunities are comprehensive and ongoing. Professional learning is aligned with Professional Standards for Teachers. Collaboration is supported. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.

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



Plan Approval and the Local Board of Education

RESOURCE 4 (continued)

Criteria for Success	Beginning	Developing	Established	Sustaining
Professional Learning – Novice Teachers	<ul style="list-style-type: none"> Basic training opportunities are available on a voluntary basis. Training is offered only once or twice a year. Training is not based on needs assessment data. 	<ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Training is the main mode of delivery for professional learning. Some professional learning is based on data and may be targeted to meet needs. 	<ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan. 	<ul style="list-style-type: none"> Professional learning opportunities are comprehensive and ongoing. Professional learning is aligned with Professional Standards for Teachers. Collaboration is supported. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.
Action Plan and Resource Options	<ul style="list-style-type: none"> Action plan includes only professional learning activities and resource options. 	<ul style="list-style-type: none"> Action plan includes professional learning activities, resource options and person(s) responsible. 	<ul style="list-style-type: none"> Action plan includes professional learning activities, resource options, person(s) responsible and timeline. 	<ul style="list-style-type: none"> Action plan includes professional learning activities, resource options, assessments, person(s) responsible and timeline.
Funding Resources	<ul style="list-style-type: none"> Only state funding is utilized. 	<ul style="list-style-type: none"> State funding and limited district funding resources are utilized. 	<ul style="list-style-type: none"> Funding is available from a variety of resources (i.e., partnerships, grants) but not consistently utilized. 	<ul style="list-style-type: none"> Funding is available from a variety of resources (i.e., partnerships, grants) and utilized appropriately.
Program Evaluation	<ul style="list-style-type: none"> The program evaluation is designed to measure participant involvement and satisfaction with the training. 	<ul style="list-style-type: none"> The program evaluation is designed to measure participant involvement, satisfaction with the training and how well the mentoring process was learned. 	<ul style="list-style-type: none"> The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness. 	<ul style="list-style-type: none"> The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness, student performance and teacher retention.

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



Plan Approval and the Local Board of Education

RESOURCE 5: Mentoring for Quality Induction Program Checklist

When developing a mentoring for quality induction program, careful consideration should be given to the following issues:

- Determine the goals of the mentoring for quality induction program, which might include the following:
 - Ease new teachers' transition into the classroom
 - Increase retention of qualified novice teachers
 - Improve the skills and knowledge of classroom practice for novice teachers
 - Revitalize the skills of mentor teachers
 - Provide an on-site support system for novice teachers
 - Assist teachers participating in the statewide Provisional Teacher Program
 - Provide expectations and goals for all stakeholders in the program
 - Provide ongoing professional learning activities that support the strategic plan and vision of the school

- Identify the mentoring for quality induction program components based on the needs of the district, the mentors, and the novice teachers.

- Secure adequate funding for the mentoring program that includes a line item in the budget.

- Appoint a team of “mentor trainers” and determine the amount of initial and ongoing training aligned with the New Jersey Professional Standards for Teachers that will be provided for mentors and novice teachers, which might cover such topics as the following:
 - Teaching strategies
 - Classroom management techniques
 - Coaching techniques
 - Stages of teacher development
 - Needs of new teachers
 - Conferencing skills
 - Observation techniques
 - Policies and procedures of the mentoring program
 - Roles and responsibilities of the mentor teacher
 - Roles and responsibilities of the novice teacher
 - Reflective teaching
 - Use of formative assessment for growth
 - Development of professional improvement plans
 - Communication skills



Plan Approval and the Local Board of Education

RESOURCE 5 (continued)

- Define clear expectations for the mentor, the novice teacher, and other key stakeholders in the mentoring with induction process that include:
 - Confidentiality
 - Building a trusting relationship
 - Working as a team
 - Ongoing positive communication

- Determine criteria for mentor selection, which might include the following:
 - A minimum of three years of successful teaching experience
 - Evidence of excellence in teaching
 - A valid New Jersey teaching certificate
 - A willingness to commit to ongoing professional development
 - A willingness to meet frequently with the novice teacher
 - A willingness to share knowledge, skills, and information with others
 - A willingness to provide demonstration lessons for the novice teacher
 - A sincere love of children and of teaching

- Determine criteria for pairing mentor teachers with new teachers, which might include the following:
 - Grade level or content area
 - Common planning periods
 - Proximity of the mentor teacher's classroom to the new teacher's classroom
 - Compatibility of the mentor teacher and the new teacher
 - Needs of students
 - No-fault clause

- Make provisions for mentor stipends, release time for observations, supplies, and other items unique to the process

- Devise a system for evaluating the district mentoring for quality induction program.

Source: Reprinted from *New Teacher Induction: How to Train, Support, and Retain New Teachers* (pp. 68,69). ©Harry K. Wong Publications Inc., Mountain View, CA: 2003.



Plan Approval and the Local Board of Education

RESOURCE 6: Sample Table of Contents for District Mentoring Plan

Please note you must have a title page that includes the names of the school district and county. All other pages must be numbered and must correlate with the table of contents.

	Page Number
PREFACE	
a. Local mentoring plan checklist	
b. Table of contents	
1. DISTRICT PROFILE	
a. District profile sheet	
b. LPDC signoff sheet	
c. Board of Education Approval/Signoff Sheet	
2. NEEDS ASSESSMENT	
a. Current assessment of mentoring program	
b. Current needs of district mentoring plan	
3. VISION AND GOALS	
a. Mentoring program vision	
b. Mentoring program goals	
4. MENTOR SELECTION	
a. Guidelines for selection of mentors	
b. Application process and criteria for selection of mentors	
5. ROLES AND RESPONSIBILITIES	
6. PROFESSIONAL LEARNING COMPONENTS FOR MENTORS	
a. List of professional learning opportunities	
b. Explanation of how the plan aligns with New Jersey Professional Standards for Teachers	
7. PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS	
a. List of professional learning opportunities	
b. Explanation of how the plan aligns with New Jersey Professional Standards for Teachers	
8. ACTION PLAN FOR IMPLEMENTATION	
9. RESOURCE OPTIONS USED	
10. FUNDING RESOURCES	
11. PROGRAM EVALUATION	

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



Plan Approval and the Local Board of Education

RESOURCE 7: District Profile Sheet



District Profile Sheet

The district profile sheet reflects the mentoring data from the _____ school year.

Name of District: _____

District Code: _____ County Code: _____

District Address: _____

Chief School Administrator: _____

Mentoring Program Contact: _____

Mentoring Program Contact Phone Number: _____

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

Other (specify): _____

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility : _____

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: _____

Number of novice special education teachers with a standard license: _____

Number of Mentors: _____

Identify the number of novice teachers in the following areas:

K- 5 _____ 6-8 _____ 9-12 _____ Special education (all grades) _____

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



Plan Approval and the Local Board of Education

RESOURCE 8: LPDC Signoff Sheet



Name of District: _____

County: _____

Professional Staff Members Elected to Committee:

_____	_____	_____	_____ Chair
Name (please print)	Signature	Position	Term
_____	_____	_____	_____
Name (please print)	Signature	Position	Term
_____	_____	_____	_____
Name (please print)	Signature	Position	Term
_____	_____	_____	_____
Name (please print)	Signature	Position	Term
_____	_____	_____	_____
Name (please print)	Signature	Position	Term

Administrators Appointed to Committee:

_____	_____	_____	_____
Name (please print)	Signature	Position	Term
_____	_____	_____	_____
Name (please print)	Signature	Position	Term

Contact Person: _____

Phone: _____

Fax: _____

Email: _____

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



Plan Approval and the Local Board of Education

RESOURCE 9: District Board of Education Approval and Comment Form

Date Plan received _____
 Date Plan reviewed _____
 Date Plan returned for revision _____
 Date Plan accepted _____

District _____ County _____

	Completed		Comments
	Yes	No	
Section 1: District Profile a. District profile sheet b. LPDC signoff sheet c. Board of Education approval form			
Section 2: Needs Assessment a. Current assessment of mentoring program b. Current needs of district mentoring plan			
Section 3: Vision and Goals a. Mentoring program vision b. Mentoring program goals			
Section 4: Mentor Selection a. Guidelines for selection of mentors b. Application process and criteria for selection of mentors			
Section 5: Roles and Responsibilities			
Section 6: Professional Learning Components for Mentors			
Section 7: Professional Learning Components for Novice Teachers			
Section 8: Action Plan for Implementation			
Section 9: Resource Options Used			
Section 10: Funding Resources			
Section 11: Program Evaluation			

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



Plan Approval and the Local Board of Education



RESOURCE 10: District Board of Education Approval Notification

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District Board of Education Approval Notification:

County Superintendent

The _____ Board of Education has reviewed and approved the local mentoring plan developed by the _____ Local Professional Development Committee. The _____ Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in *N.J.A.C. 6A: 9-8.4*.

A copy of the district profile sheet and the board of education's review of the plan have been attached.

(Signature of Board of Education President)

(Signature of Board of Education Vice-President)

(Date)

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



Plan Approval and the Local Board of Education

RESOURCE 11: New Jersey Professional Standards for Teachers Awareness Activity



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 note.
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.



Plan Approval and the Local Board of Education

RESOURCE 12: 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.