

Understanding Mentoring for Quality Induction



RESOURCE 1: New Jersey Regulations Governing Mentoring

Requirements for a Local Mentoring Plan (*N.J.A.C. 6A:9-8.4*)

- (a) All novice teachers are required to participate in a one-year mentoring program under the direction of the mentor teacher appointed by the school principal.
 1. In the event that no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional year of teaching in order to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year.
 2. All novice teachers whose positions require possession of instructional certificates in accordance with *N.J.S.A. 18A:26-2* and *N.J.A.C. 6A:9-5.1*
 - (a) shall comply with the requirements of the local mentor plan.
- (b) All district boards of education that employ novice teachers in positions requiring the possession of instructional certificates shall comply with the provisions of this subchapter and shall ensure the following:
 1. That rigorous one-year mentoring is provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance to novice teachers in accordance with the Professional Standards for Teachers;
 2. That the local mentor plan includes in-person contact between the mentor teacher and the novice teacher;
 3. That the local Professional Development Committee established pursuant to *N.J.A.C. 6A:9-15.3(d)* develops a local mentor plan; and
 4. That the district board of education shall report annually the implementation of the local mentor plan in its Quality Assurance Annual Report pursuant to *N.J.A.C. 6:8-2.1*.
- (c) The local Professional Development Committee shall ensure the development of a local mentor plan as follows:
 1. The local Professional Development Committee in each district board of education shall develop a local mentor plan that includes:
 - i. Goals that at a minimum enhance teacher knowledge of and strategies related to the CCCS in order to facilitate student achievement; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist novice teachers in the performance of their duties and adjustment to the challenges of teaching;
 - ii. An application process for selecting mentor teachers;
 - iii. Criteria for mentor teacher selection;
 - iv. Provisions for comprehensive mentor training;
 - v. Identification of mentor teacher responsibilities;
 - vi. Logistics for mentor plan implementation;
 - vii. Consideration of collaborative arrangements with colleges and universities; and
 - viii. Provisions for the use of State funds.



Understanding Mentoring for Quality Induction

RESOURCE 1 (continued)

2. The local Professional Development Committee shall submit the local mentor plan to the district board of education for approval.
 3. After plan review, the district board of education shall submit the plan to the county superintendent who shall notify the Department of plan approval.
- (d) The district board of education shall be responsible for the implementation of the local mentor plan through the following:
1. The plan shall provide criteria for selection of mentor teachers. At a minimum, the criteria shall include the following:
 - i. 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;
 - ii. The teacher is committed to the goals of the local mentor plan;
 - iii. The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship;
 - iv. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy;
 - v. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible;
 - vi. 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;
 - vii. The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher;
 - viii. The teacher provides letters of recommendation as determined by the district mentor plan from those who are familiar with the mentor teacher applicant's work; and
 - ix. The teacher agrees to complete a comprehensive mentor training program.
 2. Annually, the district board of education shall submit a report on the effectiveness of the local mentoring plan to the Department. The report, using data collected on a Department-developed form, shall include program impact on job satisfaction, adequacy of time and training and recommended program changes and additions.
 3. District boards of education shall align the mentor plan with the Professional Standards for Teachers no later than September 1, 2004.



Understanding Mentoring for Quality Induction

RESOURCE 1 (continued)

- (e) District boards of education shall be responsible for budgeting any State funds appropriated for the novice teacher mentoring program.
1. Subject to the availability of funds, the Department shall appropriate State funds based on the number of novice teachers employed each year in a given public district board of education.
 2. District boards of education shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State or local funds already devoted to planning and implementing a novice teacher mentor program.
 3. District boards of education shall ensure that State funds shall be used for one or more of the following:
 - i. Stipends for mentor teachers;
 - ii. The costs associated with release time;
 - iii. Substitutes for mentor teachers and novice teachers; and
 - iv. Professional development and training activities related to the program.



Understanding Mentoring for Quality Induction

RESOURCE 2: New Jersey Regulations Governing Evaluation of Provisional Teachers

Requirements for Evaluation of Provisional Teachers (*N.J.A.C. 6A:9-8.6*)

- (a) An appropriately certified building principal or administrative designee authorized to supervise instructional staff shall observe and evaluate the provisional teacher three times during the first year of mentoring for purposes of certification. All performance evaluations shall be aligned with the Professional Standards for Teachers as defined in *N.J.A.C. 6A:9-3.3* and reported on State-developed forms.
 1. The first formative evaluation shall be completed at the end of 10 weeks, or proportionally longer for part-time teachers, after the provisional teachers assumes full responsibility of a classroom.
 2. The second formative evaluation shall be completed at the end of 20 weeks, or proportionally longer for part-time teachers, after the provisional teacher assumes full responsibility of a classroom.
 3. The final summative evaluation shall be completed at the end of 30 weeks, or proportionally longer for part-time teachers, after the provisional teacher assumes full responsibility of a classroom. This final, summative evaluation shall be completed by the building principal who shall make one of three recommendations for certification pursuant to *N.J.A.C. 6A:9-8.7(b)*.
- (b) Within 15 days following each evaluation, the evaluator pursuant to (a) above shall provide a copy of the evaluation to the provisional teacher.
- (c) Mentor teachers shall not assess or evaluate the performance of provisional teachers. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.



Understanding Mentoring for Quality Induction

RESOURCE 3: New Jersey Professional Standards for Teachers

Requirements for Professional Standards for Teachers (*N.J.A.C. 6A:9-3.3*)

- (a) Teacher preparation, district induction, and professional development programs shall align their learning opportunities with the following standards:
1. **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.
 - i. Teachers know and understand:
 - (1) In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;
 - (2) The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
 - (3) That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and
 - (4) Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.
 - ii. Teachers value and are committed to:
 - (1) Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and
 - (2) Enthusiasm for the discipline(s) they teach and in making connections to every day life.
 - iii. Teachers engage in activities to:
 - (1) Promote the development of critical and creative thinking, problem solving and decision making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
 - (2) Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and
 - (3) Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.



Understanding Mentoring for Quality Induction

RESOURCE 3 (continued)

2. **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.
 - i. Teachers know and understand:
 - (1) How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;
 - (2) How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and
 - (3) How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.
 - ii. Teachers value and are committed to:
 - (1) The educability of all children and adolescents;
 - (2) The belief that all children and adolescents bring talents and strengths to learning;
 - (3) Appreciation for multiple ways of knowing;
 - (4) The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and
 - (5) The belief that all children and adolescents can learn at high levels and achieve success.
 - iii. Teachers apply learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.
3. **Standard Three: Diverse Learners.** Teachers shall understand the practice of culturally responsive teaching.
 - i. Teachers know and understand:
 - (1) How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
 - (2) The supports for and barriers to culturally responsive teaching in school environments; and
 - (3) The process of second language acquisition and strategies to support the learning of students whose first language is not English.



Understanding Mentoring for Quality Induction

RESOURCE 3 (continued)

- ii. Teachers value and are committed to:
 - (1) Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and
 - (2) The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.
 - iii. Teachers engage in activities to:
 - (1) Create a learning community in which individual differences are respected;
 - (2) Learn about the diverse students they teach, and the students' families and communities;
 - (3) Use strategies to support the learning of students whose first language is not English; and
 - (4) Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.
4. **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.
- i. Teachers know and understand:
 - (1) How to plan instruction based on students' needs, developmental progress and prior knowledge;
 - (2) Available and appropriate resources and materials for instructional planning;
 - (3) Techniques for modifying instructional methods, materials and the environment to help all students learn; and
 - (4) A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.
 - ii. Teachers value and are committed to the development of students' critical thinking, independent problem solving and performance capabilities.
 - iii. Teachers engage in activities to:
 - (1) Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;
 - (2) Plan instruction based on knowledge of classroom, school and community culture;
 - (3) Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;



Understanding Mentoring for Quality Induction

RESOURCE 3 (continued)

- (4) Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;
 - (5) Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;
 - (6) Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and
 - (7) Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.
5. **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.
- i. Teachers know and understand:
 - (1) The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and
 - (2) Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.
 - ii. Teachers value and are committed to the belief that students' strengths are the basis for growth and their errors are opportunities for learning.
 - iii. Teachers engage in activities to:
 - (1) Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
 - (2) Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;
 - (3) Accurately document and report assessment data and ongoing student data to parents and professional staff; and
 - (4) Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.



Understanding Mentoring for Quality Induction

RESOURCE 3 (continued)

6. **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.
 - i. Teachers know and understand:
 - (1) The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
 - (2) How the classroom environment influences learning and promotes positive behavior for all students; and
 - (3) How classroom participation supports student commitment.
 - ii. Teachers value and are committed to:
 - (1) The role of students in promoting each other's learning and recognizes the importance of peer relationships in creating a climate of learning;
 - (2) Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and
 - (3) The expression and use of democratic values in the classroom.
 - iii. Teachers engage in activities to:
 - (1) Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision making and work collaboratively and independently;
 - (2) Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
 - (3) Create a positive classroom climate which is socially, emotionally and physically safe;
 - (4) Establish and maintain appropriate standards of behavior;
 - (5) Use instructional time effectively; and
 - (6) Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.
7. **Standard Seven: Special Needs.** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.
 - i. Teachers know and understand:
 - (1) How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program; and
 - (2) Available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.



Understanding Mentoring for Quality Induction

RESOURCE 3 (continued)

- ii. Teachers value and are committed to the belief that children and adolescents with special needs can learn at high levels and achieve success.
 - iii. Teachers engage in activities to:
 - (1) Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning;
 - (2) Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;
 - (3) Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate;
 - (4) Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology; and
 - (5) Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.
8. **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.
- i. Teachers know and understand the power of communication in the teaching and learning process.
 - ii. Teachers value and are committed to:
 - (1) Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class; and
 - (2) Being a thoughtful and responsive listener.
 - iii. Teachers engage in activities to:
 - (1) Communicate clearly in English, using precise language and appropriate oral and written expressions;
 - (2) Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
 - (3) Use effective verbal and nonverbal techniques which foster individual and collective inquiry;
 - (4) Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and
 - (5) Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.



Understanding Mentoring for Quality Induction

RESOURCE 3 (continued)

9. **Standard Nine: Collaboration and Partnerships.** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.
 - i. Teachers know and understand:
 - (1) The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high quality teaching and learning;
 - (2) The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and
 - (3) How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.
 - ii. Teachers value and are committed to:
 - (1) Recognizing the role of parents, guardians and other family members as a child's primary teacher;
 - (2) Being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success; and
 - (3) Being willing to work with parents/families and other professionals to improve the overall learning environment for students.
 - iii. Teachers engage in activities to:
 - (1) Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;
 - (2) Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being; and
 - (3) Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.



Understanding Mentoring for Quality Induction

RESOURCE 3 (continued)

10. **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.
 - i. Teachers know and understand how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.
 - ii. Teachers value and are committed to:
 - (1) Refining practices that address the needs of all students and the school community;
 - (2) Professional reflection, assessment and learning as an ongoing process; and
 - (3) Collaboration with colleagues to give and receive help.
 - iii. Teachers engage in activities to:
 - (1) Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
 - (2) Learn through professional education organizations; and
 - (3) Make the entire school a productive learning climate through participation in collegial activities.



Understanding Mentoring for Quality Induction

RESOURCE 4: NCLB Key Elements of High-Quality Professional Development

Professional Development in New Jersey and The Federal Elementary and Secondary Education Act (No Child Left Behind)

Professional Development (PD) is a major focus of achieving and maintaining quality practice for veteran teachers and the NCLB act has some very specific guidelines about PD. For example, the federal act specifically defines professional development and identifies eight key elements of high quality PD for teachers.

In the federal definition, more traditional forms of PD once accepted as general practice - such as one-day or short-term workshops or conferences - are no longer considered acceptable professional development experiences unless part of a high quality, sustained, intensive professional development program. (<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>) Follow-up activities and experiences helping teachers implement in their classroom what they have learned at any PD activity are critical to supporting a positive impact on practice.

The NCLB act also provides guidance to states on such issues such as funding so that they can focus the use of Title II funds to improve teacher knowledge in one or more of the subjects they teach, increase skills in methods for improving student behavior, and/or learn how to teach students with disabilities.

New Jersey was ahead of the NCLB act in identifying research-based professional development experiences that had the most impact upon classroom practice and student success. Many of these concepts were new to educators and there is no doubt, that like any new statewide initiative, implementation of the new professional development standards has been inconsistent. However, through the Professional Teaching Standards Board, DOE staff, and County Professional Development Boards, we continue to offer technical assistance and implementation support to the field.

It is important to recognize that the foundation and the details of the NJ requirements are aligned with the NCLB requirements for professional development. In fact, New Jersey's twelve Standards for Professional Development have been nationally recognized and have been endorsed by the National Board for Professional Teaching Standards. In addition, they have served as a model for other states that are aligning their PD policies with NCLB. The NJ PD Standards can be found at: <http://www.state.nj.us/njded/profdev/standards.htm>.

In order for our state to meet the NCLB requirements we must all work together to ensure authentic dedication to understanding and implementing the definition and purpose of professional development. If a district is having difficulty implementing the requirements a detailed Implementation Guide is available on the DOE's website at: <http://www.state.nj.us/njded/profdev/guide/>. This guide is undergoing revision to include



Understanding Mentoring for Quality Induction

RESOURCE 4 (continued)

the New Jersey Professional Standards for Teachers and to provide additional support for aligning PD opportunities with New Jersey's Core Curriculum Content Standards, Professional Standards for Teachers and Professional Development Standards.

New LPDC members can view a helpful PowerPoint presentation that provides an overview of the initiative at: <http://www.state.nj.us/njded/profdev/slides/index.htm>.

Finally, in addition to the NJ resources for professional development the NCLB language identifies eight key elements of high quality professional development for teachers. Each of these elements is a main component of the NJ PD initiative and should be reflected in the quality and types of PD experiences offered to teachers. (<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>)

PROFESSIONAL DEVELOPMENT - The term “professional development” —

- (A) Includes activities that —
- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
 - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - (iv) improve classroom management skills;
 - (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
 - (II) are not 1-day or short-term workshops or conferences;
 - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
 - (vii) advance teacher understanding of effective instructional strategies that are —
 - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii)



Understanding Mentoring for Quality Induction

RESOURCE 4 (continued)

- and (iii) of section 2123(3)(B);
 - (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - (xiii) provide instruction in methods of teaching children with special needs;
 - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that —
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.



Understanding Mentoring for Quality Induction

RESOURCE 4 (continued)

Eight Key Elements of High Quality Professional Development for Teachers from the Elementary and Secondary Education Act (No Child Left Behind)

<http://www.ed.gov/admins/tchrqual/learn/tqstr/edlite-slide009.html>

- 1) All activities are referenced to student learning.
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development.
- 3) Professional development activities are based on research-validated practices.
- 4) Subject matter mastery for all teachers is a top priority.
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated.
- 6) Professional development activities match the content that is being instructed.
- 7) All professional development activities are fully evaluated.
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum.



Understanding Mentoring for Quality Induction

RESOURCE 5: Annotated Bibliography

Boreen, J., Johnson, M. K., Niday, D., & Potts, J. (2000). *Mentoring beginning teachers*. York, ME: Stenhouse.

This book is an overview of the benefits and challenges of mentoring. Some specific topics within the book include: need for mentors, preparing mentors, classroom management, reflection, and professional development. The Appendix includes numerous resources for teachers.

Breaux, A. & Wong, H. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountainview, CA: Harry K. Wong Publications, Inc.

This book provides descriptions of successful induction programs across the nation with specific ideas on how to support and retain novice teachers and how to provide effective training for mentors and novice teachers.

Feiman-Nemser, S. C., et al., Eds. (1999). Beyond support: Taking new teachers seriously as learners. *A Better Beginning: Supporting and Mentoring New Teachers*. M. Scherer. Alexandria, VA: Association for Supervision and Curriculum Development.

This article reviews the three elements of a comprehensive system for beginning teachers, which include support, development, and assessment. These three elements help to improve skills of novice teachers and encourage continual learning.

Gordon, S. & Maxey, S. (2000). *How to help beginning teachers succeed* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

This book provides information on the needs of novice teachers, comprehensive induction program planning, and how to use mentors effectively.

Lipton, L. & Wellman, B. (2003). *Mentoring matters: A practical guide to learning-focused relationships* (2nd Ed.). Sherman, CT: Miravia LLC.

This book provides a description of the role of the mentor, mentor-novice teacher relationship development, strategies for having learning-focused conversations between mentor and novice teacher, and other practical tips on how to work with novice teachers.

Odell, S. J. and Huling, L. (2000). *Quality mentoring for novice teachers*. Indianapolis, IN: Kappa Delta Pi.



Understanding Mentoring for Quality Induction

RESOURCE 5 (continued)

Podsen, I. & Denmark, V. (2000). *Coaching and mentoring first year and student teachers*. Larchmont, NY: Eye on Education.

This book provides a systematic approach for induction and mentoring of novice/student teachers, which includes checklists, planning guidelines, assessment tools, modeling and observation forms, and methods for conferencing.

Portner, H. (2001). *Training mentors is not enough*. Thousand Oaks, CA: Corwin Press, Inc.

This book provides information on planning, managing, and evaluating mentoring programs.

Reiman, A. J. and Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. New York, NY: Longman.

This book summarizes the current literature related to mentoring practices and teacher supervision, which include adult development, teacher education and mentoring, and ongoing professional development.

Rowley, J. (1999). The good mentor. *Educational Leadership*, 56 (1), 20-22.

This article identifies six essential qualities of an effective mentor: commits to goal of mentoring, accepts beginning teacher, provides instructional support, is effective in various interpersonal contexts, and communicates hope and optimism.

Scherer, M. (Ed.). (1999). *A better beginning: Supporting and mentoring new teachers*.

Alexandria, VA: Association for Supervision and Curriculum Development.

This book provides articles by noted leaders in new teacher induction that address the needs of novice teachers, planning an effective induction program, making mentoring meaningful to both the veteran and novice teachers, providing support and guidance to novice teachers, and leadership.