

**TOMS RIVER REGIONAL SCHOOLS**

**Mentoring Plan**

**K – 12**

**OCEAN COUNTY, NEW JERSEY**

**September, 2006**

*“...The task for an induction program and for mentors in such a program is not to make teaching easy; that is probably impossible, given the realities of classroom life. Teaching is not an easy job, period. But it is rewarding or at least it can be. The challenge, then, is for a mentor teacher to help a novice experience sufficient rewards in daily life to master the complex details needed to become truly accomplished. Once the thousands of small skills are mastered, the patterns established, the curriculum understood, and the procedures routinized, teachers are free to exercise their creativity.”*

Danielson 55

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SECTION 1 : DISTRICT PROFILE

Section 1 a

**District Mentoring Plan: The District Plan  
Development and Approval Process**

The district profile sheet reflects the mentoring data from the 2006-2007 school year.

Name of District: Toms River Regional Schools

District Code: 5190 County Code: 29

District Address: 1144 Hooper Avenue, Toms River, NJ 08753

Chief School Administrator: Mr. Michael J. Ritacco

Mentoring Program Contact: Mrs. Eileen Ciliento

Mentoring Program Contact Phone: 732-505-5880

Mentoring Program Contact E-mail: eciliento@trschoools.com

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

If Other please specify: \_\_\_\_\_

Number of novice teachers with a Certificate of Eligibility: 24

No. of novice teachers with a Certificate of Eligibility with Advanced Standing: 23

Number of novice special education with standard license: 4

Number of Mentors: 47

Identify the number of provisional novice teachers in the following areas:

K-5 18    6-8 14    9-12 12    Special Education (all grades) 3

Section 1 b

**District Mentoring Plan: The District Plan  
Development and Approval Process**

Name of District: Toms River Regional Schools\_\_\_\_\_ Code: 5190\_\_\_\_\_

County: \_Ocean\_\_\_\_\_ Code: 29\_\_\_\_\_

Names of Professional Staff Members Elected to Committee:

<u>Beverly Figlioli</u> Name (please print)	_____ Signature	Elementary <u>Guid. Counselor</u> Position	<u>8/2008 Chair</u> Term
<u>Catherine Walker</u> Name (please print)	_____ Signature	Elementary <u>Grade Three</u> Position	<u>8/2007 Chair</u> Term
<u>Theresa Reynolds</u> Name (please print)	_____ Signature	Mathematics <u>Grade 6</u> Position	<u>8/2007 Chair</u> Term
<u>Thomas Lanza</u> Name (please print)	_____ Signature	English <u>Grade 7</u> Position	<u>8/2008 Chair</u> Term
_____ Name (please print)	_____ Signature	_____ Position	_____ Chair Term

Names of Administrators Appointed to Committee:

<u>Patricia Lewis</u> Name (please print)	_____ Signature	District Supervisor of <u>Elementary Curriculum</u> Position	<u>8 /2007</u> Term
<u>William Cardone</u> Name (please print)	_____ Signature	Assistant <u>Superintendent</u> Position	<u>8/2007</u> Term

Contact Person: \_Beverly Figlioli\_\_\_\_\_

Phone: \_\_\_\_\_ 732-505-5561 \_\_\_\_\_

Fax: \_\_\_\_\_ 732-244-7003 \_\_\_\_\_

Email: \_\_\_\_\_ bfiglioli@trschoools.com \_\_\_\_\_

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

Section 1 c

**District Mentoring Plan: The District Plan  
Development and Approval Process**

Date Plan received: September 2006

Date Plan reviewed: September 18, 2006

Date Plan returned for revision: October 4, 2006

Date Plan approved by Board of Education: October 17, 2006

District: Toms River Regional

Code: 5190

County: Ocean

Code: 29

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

## **SECTION 2: NEEDS ASSESSMENT**

## **NEEDS ASSESSMENT FOR A MENTORING PROGRAM**

### **Rationale:**

An essential feature of a successful mentoring program is the establishment of a needs Assessment which will act as a framework through which the novice, mentor and Supervisor(s) may function. The primary purpose of the mentoring program is to help new teachers to succeed in their assigned responsibilities and thereby guarantee the success of their students. Ultimately, the judgment about whether or not the novice has succeeded will be made by the supervisor(s). For this reason it is critical that the criteria For measuring success be established and clearly explained to the novice. The role of the mentor is to assist the novice in satisfying the expectations established by the supervisor(s).

### **Procedure:**

The mentor/novice relationship will initially be influenced by the experience the new teacher brings to the new position. The teacher to be mentored may be just out of college, an alternate route appointee, or an experienced teacher who is new to the district. The areas to be worked on in a collaborative fashion may be the same, but the amount of time and effort that needs to be devoted to each area will vary. For example, an alternate route teacher may have extensive subject field coursework and/or life experience, but lacks professional training in the field of education. Nevertheless, some time may need more assistance in dealing with the pedagogical skills and non-classroom responsibilities of a teacher.

To determine the goals to be accomplished by the mentoring process, an initial meeting needs to be held between the mentor, novice teacher and the responsible supervisor(s). The responsible supervisor is the individual who will evaluate new teachers for the purpose of retention. If there is a hierarchy of supervision, the supervisors involved in the hierarchy should meet prior to the meeting with the novice and mentor to decide on the expectations to be set for the new teacher. These expectations should include a prioritization of goals established for the new teacher. The new teacher should have a reasonable expectation that the supervisor who will do the evaluating will be the one responsible for deciding whether or not the goals of the mentoring process have been achieved.

Once the expectations of the supervisor(s) have been established, the supervisor, mentor and novice should meet to establish needs to be addressed in a priority order which appears to make sense to all parties involved. Each mentoring situation will have its own unique concerns. In some instances, it may be content which is new to the teacher. The reality of current teaching is that curriculum demands and state mandates may require specific content components with which they are not immediately familiar. Alternate route candidates may have greater needs in adapting to the culture of public schools and, therefore, would need more assistance in interacting with counselors, child study team members and the school support staff. The novice may feel the need for assistance in an area that might not occur to the supervisor or the mentor. This initial meeting should be used as an opportunity to raise such concerns.

## **Framework**

The successful mentoring program must be built around a series of components that give all the participants in the process a common measure of evaluation of the goals established for the novice. While the process is not totally devoid of subjectivity, by and large, its objectivity will allow for a common basis of discussion.

The framework to be used here for the purposes of illustration is contained in *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson. Danielson established four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

As part of the initial determination of needs, the parties involved should select what they consider to be the most pressing domain(s) and the most critical component(s) for initial attention. In “The Stages of a Teacher’s First Year”, Ellen Moir discusses six chronological phases that new teachers typically experience: Anticipation, survival, disillusionment, rejuvenation, reflection and a return to anticipation (Moir, 1999,19). These changing needs of new teachers at various points in their first year should be considered in prioritizing the needs assessment.

Two key principles to be adhered to should be: (1) the initial priorities established will be subject to periodic review and revision: and, (2) there will be an ongoing need to address all four domains during the length of the mentoring process. Danielson has established twenty-two components distributed over the four domains. If the supervisor determines, there is no need to address all twenty-two components during the mentor process. A chart consisting of the detailed breakdown the Danielson’s domains is found at the end of this section.

Danielson describes four categories which may be used to describe a teacher's level of achievement within the domains. They are as follows:

Unsatisfactory	The teacher does not yet appear to understand the concepts underlying the component
Basic	The teacher appears to understand the concepts underlying the component and attempts to implement the elements
Distinguished	Teachers at this level are master teachers and make a contribution to the field both in and outside the school

Danielson, 1996, 36-37

## **Procedure**

Several works on mentoring, including our own mentor training manual, contain calendars which highlight the needs of the beginning teacher as they are dictated by the phases of the school year. At their initial conference the Beginning Teacher Assistance Program group, consisting of the supervisor(s), mentor and novice, should consider the priorities dictated by the school calendar. Since the new teacher will have many questions and concerns, it will be helpful to give the new teacher some leeway in establishing the first matters to be dealt with. In this early state, it is essential that the supervisor and mentor provide the novice with the psychological and material support necessary for a successful opening day, week and month. These would include such familiar items as learning attendance procedures, locating teacher materials including books, audiovisual materials, and supplies, and becoming familiar with other clerical and non-instructional responsibilities that might otherwise consume valuable time.

The evaluation of the teacher by the supervisor and the assistance to be provided by the mentor will involve classroom and non-classroom performance. The non-classroom performance will involve issues which are primarily covered in the planning preparation and the professional responsibilities domain. The domains contribute to success in the classroom environment and instruction domains. As a consequence of the existence of these two areas, it is evident that the non-classroom assistance to the protégé may be accomplished by the interviews and conferences held to discuss the support activities the novice needs to carry out in preparation for time spent in class. A sampling of these issues would be discussed with the protégé prior to the opening of school to allow him/her to focus on more immediate needs when the school year actually begins.

Prior to meeting with the novice, the mentor and /or supervisor(s) should identify the domain and appropriate component(s) the meeting is intended to address. The novice should be afforded the opportunity to identify a domain and component. In this planning stage, it should be decided when the first observation of the novice will take place and what the objective of that observation will be. This observation should be the first opportunity to assess the performance and needs of the novice in the classroom environment and instruction domains. The observation strategy to be used should be discussed. The observation procedure should be less formal than the procedure used by the supervisor. Its focus is to coach and assist the protégé in demonstrating and enhancing his/her skills. It is not to supervise the teacher. Nevertheless, it should follow strategy, post-observation conference and post-analysis. (Gordon and Maxey, 2000, 74-75). The analysis/strategy and post-analysis stages are intended to allow the mentor to reflect on how to approach the novice with the results of the observation and to assess the mentor's performance in assisting him/her.

A series of periodic meetings should be held between the supervisor(s), mentor and novice to assess the progress of the mentoring program. At the conclusion of the first quarter of the year, expectations should be established for the frequency of meetings and observations for the balance of the year. At the midpoint in the year the schedule for the remainder of the year should be re-assessed and preliminary discussion should begin for the summer months following the first year and goals for the second year.

**District Mentoring Plan: The District Plan Development and Approval Process**

Place an “X” in the box that is appropriate for each item

<b>District-wide Planning Process</b>	<b>Y E S</b>	<b>N O</b>	<b>P A R T</b>
• Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher association, as members of the local Professional Development Committee (LPDC) to develop a mentoring plan aligned with state regulations?	<b>X</b>		
• Does the LPDC monitor implementation of the mentoring program and use feedback to adjust and make improvements?	<b>X</b>		
<b>Criteria-based Selection and Matching of Mentors</b>			
• Does our district mentoring plan include at least the criteria for mentor selection in state regulations?	<b>X</b>		
• Are mentors selected based on the criteria stated in the regulations?	<b>X</b>		
• Does our district have criteria for matching mentors and novice teachers?	<b>X</b>		
• Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?	<b>X</b>		
<b>Mentors Services</b>			
• Do mentors receive training in the skills of conferencing and feedback?	<b>X</b>		
• Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?	<b>X</b>		
• Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and the novice teacher?			<b>X</b>
<b>Novice Teacher Services</b>			
• Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers?	<b>X</b>		
• Are novice teachers brought together regularly during the year for networking opportunities?	<b>X</b>		
• Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?			<b>X</b>

Place an “X” in the box that is appropriate for each item.

<b>School Leader Services</b>	<b>YES</b>	<b>NO</b>	<b>PART.</b>
• Do school leaders model a range of ways to support novice teachers at their schools?	<b>X</b>		
• Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?	<b>X</b>		
• Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?	<b>X</b>		
<b>District Board of Education and Community</b>			
• Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?			<b>X</b>
• Is the community invited to support district efforts to nurture novice teachers?			<b>X</b>
<b>On-going Program Evaluation</b>			
• Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program?			<b>X</b>
• Does the LPDC gather outcome/summative information on the impact of them mentoring for quality induction program and is this information shared with staff and community?			<b>X</b>

### **SECTION 3: VISION AND GOALS**

## **VISION**

The purpose of the Toms River Regional Schools Mentoring Program is to facilitate growth of novice teachers. It is our goal to assist the beginning teachers to reach the highest levels of professional and personal development during their initial years of teaching.

In the process, we hope to identify and meet their needs through a collaborative effort of the novice teacher, the mentor, the department supervisor, and the principal. It is also our intention to facilitate the socialization of novice teachers. The combined professional and social support will increase the retention rate of promising beginners at Toms River Regional Schools.

*“To instruct is an easy matter, but to educate requires ingenuity, energy and perseverance without end.”* Catherine McAuley

Our vision in the Toms River Regional Schools is to educate our teachers so that they can educate their students and not merely instruct them.

## **GOALS**

The goals and objectives of the Toms River Schools Mentoring Plan for Quality Induction Program Goals and Objectives, as well as accompanying program content, are based on three assumptions:

- a. Novice teachers, although prepared in content and theory, still have much to learn about putting their knowledge to work.
- b. Teaching effectiveness is enhanced by providing the guidance, support and assistance necessary for professional growth.
- c. Assisting the novice teacher is good economy. It accelerates attainment of full operational effectiveness for the new teacher and reduces the number who leave the profession out of disillusionment and frustration.

The goals of the Toms River Schools Mentoring Plan for Quality Teacher Induction Program are:

- a. To assign a highly qualified mentor teacher.
- b. To provide the assistance necessary to reduce the problems known to be common to beginning teachers.
- c. To support development of the knowledge and the skills needed by novice teachers to be successful in their initial teaching positions.
- d. To integrate novice teachers into the culture of the school, the district and the community.
- e. To provide an opportunity for novice teachers to analyze and reflect on their teaching with assistance from support teachers and staff developers.
- f. To initiate and build a foundation with novice teachers for the continued study of teaching.

The objectives of the induction process are designed to assure the realization of our program goal- helping the novice teacher make the transition from theory to practice- assisting with the adaptation to the demands of the new environment and to function effectively in the system.

To provide information regarding available resources both human and material, policies and procedures of the district. Standards 1 & 2

To provide information regarding available resources both human and material, policies and procedures unique to the building assignment. Standard 2

To develop further understanding of effective classroom techniques and procedures- classroom management and delivery skills, and the teaching strategies reconciled with those set forth in the college scene. Standard 6

To develop an understanding of curriculum program expectations- familiarization with subject content, skills, and concepts to be taught, time elements to be devoted to subjects, and alternative activities to facilitate learning. Standards 1& 4

To develop an understanding of the systems of evaluation reporting to children, reporting to parents, standard classroom means of evaluating process, and standardized testing programs. Standards 5 & 8 & 9

To develop an understanding of the systems used to monitor instruction - type of supervision and the means to evaluate teachers – district and state observation and evaluation forms. Standards 5 & 10

To develop an awareness of alternative programs, their purpose and objectives, their availability, and the process of referrals- children deemed exceptional and a typical and children needing support help of a temporary nature. Standards 3 & 7

## **Section 4: Mentor Selection**

## **Guidelines for Selection of Mentors**

Each mentor teacher should be a fully certified teacher with three (3) years experience with the Toms River School District. This guideline may only be amended by the Assistant Superintendent.

Wherever possible, the Mentor Teacher should be certified in the same field as the Novice Teacher. Additionally, where possible, the Mentor Teacher should be teaching the same grade level or, when not possible, should be within one grade level of the novice teacher.

Mentor Teachers will fill out a Mentor Intent Form to be submitted to the Principal and the Mentoring Coordinator. Each Mentor must have the Intent Form signed by three persons (the building principal, the supervisor, and a colleague) who must attest to the Mentor's ability to perform his/her responsibilities. The Mentor will be selected by the principal from the pool of volunteers.

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 administrator to serve as a mentor teacher. The district Board of Education shall provide training in current educational practices to the 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 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 agrees to complete mentor training program.

## **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. I have completed the Role of the Mentor and feel that I meet or exceed the Qualities of Effective Mentors.

**I agree to attend 2 District In-Service Programs.**

Directions: Please answer the following questions to submit to your principal. Use the reverse side of this form to answer the questions if necessary.

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Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Subject/Grade Level: \_\_\_\_\_ Years Teaching: \_\_\_\_\_

Certification: \_\_\_\_\_

Why or N – I have been a mentor \_\_\_\_\_ If yes, how many times? \_\_\_\_\_

Why or N – I have been a cooperating teacher \_\_\_\_\_ If yes, how many times? \_\_\_\_\_

Why or N – I have received mentor training \_\_\_\_\_ If yes, when/where? \_\_\_\_\_

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

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2. How are you keeping current in curriculum areas?

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3. Please list any prior mentoring experience, name of novice teacher, and year.

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Teacher's Signature: \_\_\_\_\_

### **Principal's Mentor-Novice Assignment**

I have assigned \_\_\_\_\_ (mentor teacher) to \_\_\_\_\_  
(novice teacher), grade level/position \_\_\_\_\_ for the 200\_/0\_ school year.

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

**Principal: Please return this form to Mentoring Coordinators Eileen Cilento, Silver Bay, K-5, or Carol Curley, Intermediate North, 6-12.**

## **QUALITIES OF EFFECTIVE MENTORS**

The criteria for selection of effective mentors may be organized into four general categories: character, professional competence and experience, communication skills, and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors.

### **Character**

Willing to be a role model for other teachers  
Exhibits strong commitment to the teaching profession  
Believes mentoring improves instructional practice  
Willing to advocate on behalf of colleagues  
Willing to receive training to improve mentoring skills  
Demonstrates a commitment to lifelong learning  
Is reflective and able to learn from mistakes  
Exhibits good humor and resourcefulness  
Enjoys new challenges and solving problems

### **Professional Competence and Experience**

Is regarded by colleagues as an outstanding teacher  
Has excellent knowledge of pedagogy and subject matter  
Has confidence in his/her own instructional skills  
Feels comfortable being observed by other teachers  
Maintains a network of professional contacts  
Understands the policies and procedures of the school, district, and teachers' association  
Is a meticulous observer of classroom practice  
Collaborates well with other teachers and administrators  
Is willing to learn new teaching strategies from the novice

### **Communication Skills**

Is able to articulate effective instructional strategies  
Listens attentively  
Asks questions that prompt reflection and understanding  
Offers critiques in positive and productive ways  
Is efficient with the use of time  
Uses Email effectively  
Is discreet and maintains confidentiality

### **Interpersonal Skills**

Is able to maintain a trusting professional relationship  
Knows how to express care for a protégé's emotional and professional needs  
Is attentive to sensitive political issues  
Works well with individuals from different cultures  
Is approachable; easily establishes rapport with others; Is patient

Source: National Foundation for the Improvement of Education

## Criteria for selection of mentors to be attached to the Intent Form

The following qualities are indicative of a successful mentor. Please reflect and compare your personal qualities with those on the list.

### Communication Skills

Is able to articulate instructional strategies

Listens attentively

Asks questions that prompt reflection and understanding

Offers critiques in positive and productive ways

Is efficient with the use of time

Uses Email effectively

Conveys enthusiasm and passion for teaching

Is discreet and maintains confidentiality

### Interpersonal Skills

Is able to maintain a trusting professional relationship

Knows how to express care for a protégé's emotional and professional needs

Is attentive to sensitive political issues

Works well with individuals from different cultures

Is approachable; easily establishes rapport with others

Is patient

## **SECTION 5: Roles and Responsibilities**

## **Planning for and Organizing the Mentor Induction Program**

The induction process of the Toms River Schools is the means by which the district provides the practical instructional elements necessary to help the new teacher make the transition from being a student in an academic setting into a professional able to function effectively within the organization - the classroom, school and district.

### **The Role of the Mentor Teacher(s)**

One can learn the formal norms of a school district and building by reading policies, handbooks and curriculum guides. However, perhaps the best way to learn the informal norms is through someone who is part of that mini social system: a mentor.

The origin of the term "mentor" dates to the time of Homer, specifically to *The Odyssey*. Homer describes his hero, Odysseus, preparing to set out on an epic voyage, though his son, Telemachus, must remain behind. Odysseus asks a trusted friend, Mentor, to guide and counsel Telemachus in his absence. From this ancient literary figure, mentor has come to mean one who helps guide a novice through a developmental process, whether that process be the transition from childhood to adulthood or from student to professional. Because of the complexity of this task, mentors are variously considered to be teachers, counselors, friends, role models, and more.

Mentors are defined more by their relationship with their novices than by a position or title. Some mentor relationships just "happen", but others result from a considered design.

The mentor teacher, a volunteer, respected by colleagues and selected by the building principal, in consultation with appropriate personnel, should be experienced and demonstrate the qualities of an outstanding educator. Every effort should be made to align the mentor teacher and the novice teacher by grade level, or department. In addition, the mentor teacher should fulfill the following state mandated regulations:

Participate in sustained, ongoing mentor training;

Make a commitment of time to the mentor-novice relationship over the one-year period

Establish regular weekly conferencing times to discuss novice teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the NJ Professional Standards for Teachers and the NJ Core Curriculum Content Standards;

Maintain confidentiality for all mentor-novice activities; and contribute to ongoing program evaluation.

For the novice teacher to benefit from the mentor relationship, the mentor must be available, approachable, and receptive. While the mentor's views may "carry more weight" than those of the novice teacher's ideas, questions, attitudes, and style should influence the mentor's advice and direction. As the novice teacher grows in competence and confidence, decision making becomes increasingly collaborative. It is therefore essential that the novice teacher be afforded regular, ongoing opportunities to interact with his/her mentor teacher. The State mandated regulations will be implemented through the following local activities and recommendations:

Standard 8 (Communications), 10 (Professional Development)

The mentor will have participated in district training for mentors and when possible will attend the New Teacher Induction.

Standard 6 (Learning Environment), 9 (Collaboration and Partnership)

Orient novice teachers to school, district; document mentoring activities and time; link novice teacher to resources.

Standard 1 (Subject Content Knowledge), 4 (Instructional Planning and Strategies), 5 (Assessment)

Demonstrates, as needed, varied instructional strategies and approaches in his/her classroom for the novice teacher to observe.

While the mentor relationship offers a variety of benefits to the novice teacher, there are also benefits for the mentor. By explaining such things as school handbooks, curriculum guides, traditions and expectations, the mentor has the satisfaction that comes from exercising leadership and transferring important information to a colleague. Additionally, the opportunity to help shape the professional growth of an inductee by sharing instructional strategies and insights is both challenging and rewarding. Answering questions making suggestions, and demonstrating skills causes the mentor to be involved in a process of self-examination and introspection about the art and science of teaching.

### **The 20-day Requirement Addendum**

**A clinical experience of 20 days duration or its equivalent shall be provided to a novice teacher who holds a C.E. This experience shall be provided by in-district personnel as described and approved in the school district's local mentor plan and may be in joint sponsorship with other educational entities. Newly hired alternate route teachers must have an orientation and guided experience in the following areas:**

- **New Jersey Core Curriculum Content Standards**
- **Classroom management and discipline**
- **State and district assessment of student progress and achievement**
- **Lesson planning, including setting goals, meeting objectives and developing assessment tools**
- **District policies and procedures**
- **New Jersey Professional Standards for Teachers**

**The following strategies and/or modifications may be used to satisfy the 20-day requirement:**

- **Using hours instead of days to address the pre-service experience. 90 hours will be the equivalent of the 20-day requirement. Orientation, induction, pre-service or summer clinical experiences may be incorporated into the 90 hour component.**
- **Modification to reduce the number of contact hours for candidates who have extensive nursery to grade twelve teaching experience in non-public schools, in another state or under an emergency/conditional certificate.**
- **Modification to reduce the number of contact hours for candidates who have completed Phase I of a regional training program prior to being employed**
- **Modification to reduce the number of contact hours for candidates who have served for one year as a lead teacher or two years as an assistant teacher in a pre-school.**

**The New Jersey Department of Education has approved providers of formal instruction that include pre-service clinical experience. The completion of a clinical experience with one of these approved providers, prior to employment, may be substituted for the 20-day requirement. At this time, approved providers include:**

- **Fairleigh Dickinson Masters of Arts in Teaching**
- **NJCU World Languages Alternate Route**
- **New Jersey Consortium for Urban Education**
- **New Pathways to Teaching**
- **Richard Stockton Summer to Summer Program**
- **Transition to Teaching**

**SECTION 6: PROFESSIONAL LEARNING COMPONENTS**  
**FOR MENTORS**



## **MENTORS AND NOVICE TEACHERS**

### **OUTCOMES:**

State Mentoring Plan Overview

Role of Local Professional Development Committee

Mentoring the Personal, Professional and School/Community Connection

Teacher Induction – The First Days of School

Classroom Management Strategies

Instructional Strategies

- Teaching to an Objective

- Active Participation

- Meaning

- Modeling

Curriculum

- Desk Top

- High School Courses of Study

- Sharing Lesson Plans

- Language Arts/Novels

- Sharing Knowledge of Mandated State Testing, Assessment and Star Portal

Peer Conferencing and Data Collection

(see Section 5 Mentor-Novice Teacher Communication Log)

## **DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

The Toms River Regional Schools continues to regard professional development as a high priority for all staff members. The district, guided by the Local Professional Development Committee, will again offer many opportunities for its staff members. All approved Professional development opportunities will be directly related to an area of the New Jersey Core Content Standards, the New Jersey Professional Development standards and the district's goals for the 2005-2006 school year.

Resource to implement district Professional Development activities include local and grant funds allocated for Professional Development. The district has a university partnership with Rutgers, Rowan and TCNJ that provides grant funds as well as university staff to work with teachers. Federal Title funds provided under NCLB will also provide funds to support programs. District supported Continuing Education Credits (C.E. U.) provide incentives for teachers to attend.

All Professional Development opportunities will be aligned with New Jersey Professional Development Standards and the district's plan as reflected in District Goals. Focus on Content Knowledge, Human Growth and Development (Character Education), Special Needs and Diverse Learners, Assessment with regard to New Jersey State assessments and Communication through technology are reflected in the district goals. Professional Development will reflect the Eight Key Elements of High Quality Professional Development according to NCLB with a commitment to target and sustained Professional Development opportunities for all teachers.

### **Alignment With Professional Development Standards Correlation of Professional Development Opportunities with Professional Development Standards**

Training on Standards Based Instruction by Department/Grade Level

Aligned with all standards #1-12

Training on Standards Based Assessment by Department/Grade Level

Aligned with all standards 1 -12, except #2

Training in newly adopted curriculum programs

Aligned with all standards #1-12

Mathematics Standards and Assessment

Aligned with Standards #1, 4

Alternative Assessment Models/Rubric.

Aligned with all standards #1-12

Process Writing

Aligned with all standards # 1 - 12

Hands-On science

Aligned with all standards # 1 - 12

Higher-Order Thinking Skills  
Aligned with all standards #1-12  
In-Class Support  
Aligned with all standards # 1 - 1 2  
Working with the Special Education Student  
Aligned with all standards # 1 - 1 2  
Community Resources  
Aligned with all standards # 1 - 1 2  
Technology including programs and Internet Use  
Aligned with all standards # 1 - 1 2  
Character Education  
Aligned with all standards # 1 - 1 2  
Environmental Science  
Aligned with all standards # 1-12  
Collegia! Planning  
Aligned with all standards # 1 - 1 2  
Participation in Curriculum Committee Review Process  
Aligned with all standards #1 -12  
Mentor Teacher Program  
Aligned with standards #11  
Student Teacher Program  
Aligned with standards #11  
Action Research/Study Groups  
Aligned with standards #4

## **SUGGESTED MENTORING ACTIVITIES CHECKLIST**

### **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.

**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.

## **i 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.JJLC*. 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 (CCGS), 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.

**Section 7: Professional Learning Components**  
**For Novice Teachers**

# NOVICE FYI

## *Personal*

- 0 checking in/checking out
- 0 hours
- 0 who to call when sick
- 0 personal days/professional days
- 0 signing out when leaving building for lunch
- 0 duty
- 0 where can teachers get lunch; how much
- 0 tour of building - restrooms and faculty lounge
- 0 when you come back from sick day or personal day, where do you initial
- 0 use of photo copy machine/fax procedures/2-day request for photo copying

## *Classroom*

- 0 lunch tickets/count/envelopes/cafeteria procedure/hall passes/bathroom passes
- 0- buddy system
- 0 nurses office
- 0 attendance/away for a week's vacation/note on attendance sheet
- 0 plan books - who gets them/core curriculum standards and indicators/when to turn in
- 0 dismissal procedures - walkers/bus riders
- 0 recess duty - what are job responsibilities
- 0 parent conferences
- 0 supplies
- 0 fire drills •,
- 0 homework policy
- 0 procedure to refer child to principal's office
- 0 school discipline policy/dress code for teachers and children
- 0 fieldtrips
- 0 bulletin boards- how frequently do you change them
- 0 inclement weather-where do children go for recess

**TREA PD Workshops  
2005-06**

**September 28,2005**

Topic: Teacher's and Para's Working Together

2 workshops: 50 to 75 each

Location: Toms River I.S. East (Tentative)

Presenters: TBD

Description

**Paraprofessionals and Teachers: Building Positive Relationships**

This workshop is designed to improve communication between certified and non-certified staff by clarifying expectations and coordinating procedures. Mutual respect for the strengths and contributions of all who work with children is encouraged and reinforced through the collaborative activities in this training program.

**October 26,2005**

\* Topics: Math Problem-solving Strategies (K to 8)  
Problem-based Learning (6- 12)

\* Location: Toms River Int. School E. (Tentative)

\* Presenters: TBD

\* Descriptions

**Math Problem-solving Strategies (K to 8)**

The vision of the mathematics standards is focused on achieving one crucial goal: To enable all of New Jersey's children to acquire the mathematical skills, understandings and attitudes that they will need to be successful in their careers and lives. This workshop provides problem-solving strategies to enhance educators' effectiveness in the mathematics classroom.

**Problem-based Learning (6-12)**

Problem-based Learning (PEL) is both a curriculum and process approach to education. Through this approach, students assume increasing responsibility for learning through carefully selected and designed problems which promote problem-solving proficiency, self-directed learning strategies, and team participation skills. The process helps motivate students, gives them a sense of accomplishment, and sets a pattern for them to become successful life-long learners. Participants explore the fundamentals of PBL, how to implement it in secondary classrooms, and appropriate ways to assess students.

## November 30, 2005

- Topics: Learning and Thriving In a Diverse Classroom  
The Caring Classroom
- \* location: Toms River IE( tentative)
- \* Presenters: TBD
- Descriptions

### **Learning and Thriving In a Diverse Classroom**

Education professionals will learn how to foster harmonic relationships and combat prejudices utilizing techniques that develop in students a tolerance and respect for people whose race, ethnicity, gender, sexual orientation, age, and physical abilities are different. The materials shared in this workshop offer bridge-building skills to support and value diversity effectively within groups and to enable students from different backgrounds and perspectives to work in harmony toward shared academic goals.

### **The Caring Classroom**

This program explores how to prevent bullying by heightening students' self-esteem, pride, security, and confidence within the classroom. Strategies are provided which school staff can use to enable students to identify their feelings/emotions, perceptions, and needs as part of learning how to accept and respect others. Participants gain tools for creating a comfortable, secure environment where students can relax, be themselves, and open up to appropriate educational and social experiences.

## March 29, 2006

- Topics: Language Arts Literacy: Reading (K to 5)
- Language Arts Literacy: Reading (6 to 12)
- Location: Toms River I.S. East (tentative) Presenters: TBD

### Descriptions

Grades K to 5

By providing appropriate literacy opportunities educators enable learners to reach their highest potential. In this workshop, participants explore the knowledge, skills, and strategies necessary to create proficient readers. The importance of modeling, scaffolding, and instructional interactions with text are discussed.

Grades 6 to 12

By providing appropriate literacy opportunities educators enable secondary students to reach their highest potential. In this workshop, participants explore the knowledge, skills, and strategies necessary to create proficient readers. The importance of modeling, scaffolding, and instructional interactions with text are discussed.

**Notes: Workshop times: 4.to 6PM**

**Workshops limited to 75 participants**

**SECTION 8: ACTION PLAN FOR IMPLEMENTATION**

### **Before Mentoring Begins (July/August)**

- Mentors receive training in communication, teacher observation and conferencing, and effective skills.
- Mentors and novice teachers attend an orientation session covering program expectations, participant responsibilities, and program activities.
- Mentors and novice teachers meet in the novice teachers' classrooms to talk about practical considerations for the opening of school, such as: room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week.

### **During the First Few Months of School (September-December)**

- Mentors and novice teachers meet frequently both formally and informally to discuss issues of instruction and classroom management.
- Mentors provide emotional support to novice teachers.
- Mentors meet/observe novice teachers once a week and give feedback.

### **During the Remaining Months of the School Year (January – April)**

- Mentors and novice teachers meet less often.
- Novice teachers observe in mentors' classrooms.
- Mentors and novice teachers establish a dialogue on effective teaching.
- Mentors and novice teachers review their relationship to determine whether it should continue.

### **At the End of the School Year (May-June)**

- Mentors and novice teachers evaluate the program.
- Mentors and novice teachers complete LPDC evaluation form.
- Novice teacher reflects on personal and professional growth and development.

**SECTION 9: RESOURCE OPTIONS USED**

## **Resource Options Used**

- “In House” district facilitators
- Harry Wong videos
- Carol Cummings Classroom Management videos
- The First Days of School by Harry Wong
- Smart Discipline for the Classroom by Larry Koenig
- Classroom Management that Works by Robert J. Marzara
- <http://www.nj.us/njded/profdev/mentor/>
- <http://www.state.nj.us/njpep.org>
- release time for classroom visitations
- substitute coverage
- technology department
- local staff development funds

## **References**

1. Gordon, Stephen P. and Maxey, Susan (2000). *How to Help Beginning Teachers Succeed*(2<sup>nd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development: entire edition.
2. Hunterdon Central Regional High
3. Woodbridge Township School Mentoring Guide
4. NJ Mentoring Quality Education, Mentoring Tools
5. Portner, Hal(1998). *Mentoring New Teachers*. Corwin Press, Thousand Oaks, CA.

**SECTION 10: FUNDING RESOURCES**

## **Funding Resources**

Local Staff Development Funds

State funds for the training of mentors

State funds per novice teacher

Novice teacher fee

**Proof of mentor fee payment (i.e. cancelled check or money order) must be submitted by the novice to the supervisor at year end review.**

**SECTION 11: PROGRAM EVALUATION**

Mentoring Program  
Mentors- concluding Evaluation

Part A. Please choose the response for each item that most closely indicates your level of agreement with the following statements.

Possible responses:

- A. Strongly agree
- B. Agree
- C. Agree somewhat
- D. Disagree
- E. Strongly disagree

- 1. \_\_\_ I understood what was expected of me as a mentor.
- 2. \_\_\_ I communicated often with my mentee.
- 3. \_\_\_ I helped my mentee plan lessons.
- 4. \_\_\_ I provided personal support to my mentee.
- 5. \_\_\_ I observed lessons and provided feedback on my mentee's teaching.
- 6. \_\_\_ I felt prepared to be a mentor.
- 7. \_\_\_ I helped my mentee become part of the school culture.
- 8. \_\_\_ Mentoring helped my mentee's ability to work with parents.
- 9. \_\_\_ Mentoring enhanced my mentee's classroom management.
- 10. \_\_\_ Mentoring enhanced my mentee's teaching.
- 11. \_\_\_ I felt supported by the administration.
- 12. \_\_\_ My mentee and I had ample time together.
- 13. \_\_\_ I am glad that I was a part of this program.

Part B. Please respond to the following items.

14. As a mentor, what needs (if any) did you have that were not addressed by the Beginning Teacher Assistance Program?

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15. What additional types of support should the school district provide you and other mentors?

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\*This evaluation is not meant to be an assessment of any individual but of the program. All responses are anonymous.

**Mentoring Program**  
**Mentor-Needs Assessment Questionnaire**

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area
- E. Very high need for assistance in this area

- 1. \_\_\_\_ Learning more about what is expected of me as a mentor
- 2. \_\_\_\_ Collecting classroom observation data
- 3. \_\_\_\_ Diagnosing needs of my mentee
- 4. \_\_\_\_ Interpersonal skills
- 5. \_\_\_\_ Assisting my mentee with classroom management
- 6. \_\_\_\_ Helping my mentee develop a variety of effective teaching strategies
- 7. \_\_\_\_ Using principles of adult learning to facilitate the professional growth of my mentee
- 8. \_\_\_\_ Socializing my mentee into the school culture
- 9. \_\_\_\_ Helping my mentee maintain student discipline
- 10. \_\_\_\_ Helping my mentee design a long-range professional development plan
- 11. \_\_\_\_ Finding resources and materials for my mentee
- 12. \_\_\_\_ Providing emotional support for my mentee
- 13. \_\_\_\_ Coteaching with my mentee
- 14. \_\_\_\_ Managing my time and work
- 15. \_\_\_\_ Problem-solving strategies
- 16. \_\_\_\_ Helping my mentee motivate students
- 17. \_\_\_\_ Helping my mentee diagnose student needs
- 18. \_\_\_\_ Helping my mentee deal with individual differences among students
- 19. \_\_\_\_ Helping my mentee evaluate student progress
- 20. \_\_\_\_ Engaging in expert coaching of my mentee

Part B: Please respond to the following items.

21. List any needs that you have as a mentor that are not addressed by the preceding items:

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22. What additional types of support should the school district provide you and other mentors?

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Name: \_\_\_\_\_

School: \_\_\_\_\_

**Mentoring Program**  
**Mentees- Needs Assessment Questionnaire**

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible response:

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area
- E. Very high need for assistance in this area

- 1. \_\_\_\_ Finding out what is expected of me as a teacher
- 2. \_\_\_\_ Communicating with the principal
- 3. \_\_\_\_ Communicating with other teachers
- 4. \_\_\_\_ Communicating with parents
- 5. \_\_\_\_ Organizing and managing my classroom
- 6. \_\_\_\_ Maintaining student discipline
- 7. \_\_\_\_ Obtaining instructional resources and materials
- 8. \_\_\_\_ Planning for instruction
- 9. \_\_\_\_ Managing my time and work
- 10. \_\_\_\_ Diagnosing student needs
- 11. \_\_\_\_ Evaluating student progress
- 12. \_\_\_\_ Motivating students
- 13. \_\_\_\_ Assisting students with special needs
- 14. \_\_\_\_ Dealing with individual differences among students
- 15. \_\_\_\_ Understanding the curriculum
- 16. \_\_\_\_ Completing administrative paperwork
- 17. \_\_\_\_ Using a variety of teaching methods
- 18. \_\_\_\_ Facilitating group discussions
- 19. \_\_\_\_ Grouping for effective instruction
- 20. \_\_\_\_ Administering standardized achievement tests
- 21. \_\_\_\_ Understanding the school system's teacher evaluation process
- 22. \_\_\_\_ Understanding my legal rights and responsibilities
- 23. \_\_\_\_ Dealing with stress
- 24. \_\_\_\_ Dealing with union-related issues
- 25. \_\_\_\_ Becoming aware of special services provided by the school district

Part B. Please respond to the following items.

26. List any professional needs you have that are not addressed by the preceding items.

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27. What additional types of support should the school district provide you and other beginning teachers?

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Name: \_\_\_\_\_

School: \_\_\_\_\_

**Mentoring Program**  
**Mentees – Concluding Evaluation**

Part A. Please choose the response for each item that most closely indicates your level of agreement with the following statements.

Possible responses:

- A. Strongly agree
- B. Agree
- C. Agree somewhat
- D. Disagree
- E. Strongly disagree

1. \_\_\_\_ I understood what was expected of me as a teacher.
2. \_\_\_\_ I communicated often with my mentor.
3. \_\_\_\_ Mentoring was helpful in planning lessons.
4. \_\_\_\_ I felt personally supported by my mentor.
5. \_\_\_\_ My mentor observed lessons and provided feedback on my teaching.
6. \_\_\_\_ I felt prepared to work with parents.
7. \_\_\_\_ I became part of the school culture.
8. \_\_\_\_ I received adequate assistance in securing needed resources.
9. \_\_\_\_ I improved my classroom management.
10. \_\_\_\_ I improved my teaching.
11. \_\_\_\_ I felt supported by the administration.
12. \_\_\_\_ My mentor and I had ample time together.
13. \_\_\_\_ I am glad that I was part of this program.

Part B. Please respond to the following items.

14. As a beginning teacher, what needs (if any) did you have that were not addressed by the Beginning Teacher Assistance Program?

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15. What additional types of support should the school district provide to beginning teachers?

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\* This evaluation is not meant to be an assessment of any individual but of the program. All responses are anonymous.