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**SECTION I**  
**DISTRICT PROFILE**

A. DISTRICT PROFILE SHEET

The district profile sheet reflects the mentoring data from the 2005-2006 school year.

Name of District: Garfield

District Code: 1700 County Code: 03

District Address: 125 Outwater Lane  
Garfield, NJ 07026

Chief School Administrator: Mr. Nicholas Perrapato

Mentoring Program Contact: \_\_Alexandra Bellenger\_\_

Mentoring Program Contact Phone: \_\_973-340-5000 ext. 2307\_\_

Mentoring Program Contact E-mail: \_\_abellenger@gboe.org\_\_

Type of District: K-12

Number of novice teachers with a Certificate of Eligibility: \_\_\_\_\_

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: \_\_\_\_\_

Number of novice special education teachers with a standard license: \_\_\_\_\_

Number of Mentors: \_\_\_\_\_

Number of provisional novice teachers in the following areas:

K-5: \_\_\_\_\_ 6-8: \_\_\_\_\_ 9-12: \_\_\_\_\_

Special Education (all grades): \_\_\_\_\_

**SECTION I**  
**DISTRICT PROFILE**

B. Garfield School District: SIGN OFF SHEET

Name of District:     Garfield                     Code: 1700

County:                 Bergen                     Code: 03

Names of Professional Staff Members Elected to Committee:

Robert Barbier         \_\_\_\_\_     Teacher of English 9-12 2015 Chair

Meghan DeCarlo        \_\_\_\_\_     Social Studies Teacher 9-12 2015

Jack LoBue             \_\_\_\_\_     High School GTV Teacher 2015

Matt Burns             \_\_\_\_\_     Social Studies Teacher 2015

Names of Administrators Appointed to Committee:

Contact Person: Alexandra Bellenger, Asst. Supt. of Curriculum & Instruction

Phone: 973-340-5000

Fax: 973-772-1420

E-mail: abellenger@gboe.org

**SECTION I**  
**DISTRICT PROFILE**

C. BOARD OF EDUCATION APPROVAL FORM

Date Plan Received: \_\_\_\_\_6-5-14\_\_\_\_\_

Date Plan Reviewed: \_\_\_\_\_6-10-15\_\_\_\_\_

Date Plan Returned for Revision: \_\_\_\_\_6-11-15\_\_\_\_\_

Date Plan Accepted: \_\_\_\_\_6-15-15\_\_\_\_\_

District:       Garfield                               Code:       1700

County:        Bergen                                 Code:       03

## **SECTION II** **NEEDS ASSESSMENT**

The Garfield School District recognizes the need to provide quality, research based professional development in the areas of effective teaching practices, facilitating student achievement and maintaining excellence in teaching in order to effectively implement the Marshall Teacher Evaluation Model and provide support to the District's new and current staff. The Garfield School District is committed to facilitating positive growth to all instructional and support staff. The District also recognizes that both new and veteran teachers can benefit from quality support and to that end have designed this Mentor Plan to apply to both veteran and new teachers seeking to improve their performance in all educational areas

### **A. CURRENT ASSESSMENT**

The current district Mentoring Program's main goal is to provide current research based information on effective teaching practices, facilitate student achievement, reduce novice teacher attrition and maintain excellence in teaching. It has been developed to ease new teachers into the classroom and to improve the skills and knowledge of classroom practice. The program also recognizes the need for certified teachers that are new to the Garfield School System to receive an orientation to the complexities of working in district. A support system is available from experienced Mentors who provide in-person contact between the mentor and novice teacher. Teachers identified as "Partially Proficient" and "In Needs of Improvement" will also fall under the guidelines of receiving mentoring under the Districts Mentoring Plan.

Professional Development is provided to all teachers according to appropriate grade level and discipline to enhance the knowledge of and strategies related to the CCCS. Mentors provide novice teachers and teachers in need of support on-going assistance in the following areas:

- Needs of new teachers
- Policies and Procedures of District/School
- Classroom management techniques
- Teaching strategies
- Communication Skills
- Aligning the CCCS into Lesson Plan Development
- Development of Professional Improvement Plans
- Use of Assessment to Determine Growth
- Use of multiple Assessments to evaluate student achievement
- Recognizing the multicultural background of students
- All areas identified through the use the Marshall Teacher Evaluation Model as needing Improvement

Mentors provide this assistance through observation, team teaching, specific, directed Professional Development and meeting with novice teachers on a regular basis. This provides the mentor and novice teacher the opportunity to ask questions and exchange ideas.

## B. CURRENT NEEDS

The Garfield School District has assessed the district's Mentoring Program and has found the following projected needs to include:

- Provide an opportunity for mentors to meet with novice teachers during new staff orientation
- Establish a minimum requirement of mentor/novice teacher observations
- Create the opportunity for novice teacher to observe experienced teachers from the same grade level/discipline
- Help novice teacher build rapport with other staff members
- Help novice teacher develop cooperative partnerships with diverse groups in the community to support student learning and well being
- Monitoring by the Garfield School District of the mentoring program in order to adjust and make improvements
- Create an assessment of the mentoring program
- Differentiate between novice and "new to the district" teacher and provide mentoring appropriate to the individual's needs
- Provide support to current teachers identified through the Marshall Model as needing improvement
- Establish a minimum amount of hours all people enrolled in the Mentoring Program will complete
- Provide new teachers with 30 hours of required Professional Development in areas identified by the District to improve classroom instruction and management

### **SECTION III** **VISION AND GOALS**

#### **A. PROGRAM VISION**

The Garfield School District recognizes the achievement of teaching excellence is a continuous process that involves the acquiring knowledge, skills, attitudes, and values inherent in all teachers. The district is committed to providing novice and new to the District teachers with the guidance and assistance of an experienced mentor to link the theory of instruction learned in their teacher preparation programs with the practice of classroom teaching. The District also recognizes the need and necessity to provide support to current teachers identified through evaluations as needing support in order to maintain the high level of educational instruction the Garfield School District values through union led district supported Professional Development

#### **B. PROGRAM GOALS**

The Garfield School District has established the “New Teacher Mentoring Program” to assist new teachers in developing a meaningful understanding of district practices and effective teaching techniques in alignment with the New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3.3).

The goals of the program must include:

- Enhance teacher knowledge of and strategies related to the CCCS in order to facilitate student achievement. (Standard 1,2,3,4,5,6, 7)
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching. (Standard 9, 10)
- Assist novice teachers in the performance of their duties and adjustment to the challenges of teaching. (Standard 8, 9)
- Foster a better educational environment by promoting the cooperation among teachers, administrators, support staff, and all stakeholders. (Standard 8)
- Ease the transition of new staff into the district. (Standard 9)
- Promote personal and professional well-being. (Standard 9)
- Recognize that professional development of a teacher is an ongoing educational process, from pre-service to departure from the profession. (Standard 10)
- Establish respectful and productive relationships and to develop cooperative partnerships with diverse families in order to support student learning and well-being. (Standard 9)
- Communicate in a variety of ways that demonstrate sensitivity to cultural, linguistic, gender, and social differences. (Standard 8)

## **SECTION 4**

### **MENTOR SELECTION**

Mentors make application on a volunteer basis and after interview by the Garfield School District are selected to serve for one year. The building principal, school facilitator, department heads and members of the Garfield School District collectively make the selection of Mentors. Mentors and new teachers are matched based on common subject and/or grade level and building assignment whenever possible. No mentor should have more than one new person at a time. All mentoring will be done on 1-1 basis. A mentor must be a certified teacher who has been in the Garfield School District for a minimum of five years. In addition, mentors should meet the following criteria:

- The teacher is experienced and certified in the subject area in which the novice teacher is teaching, whenever possible
- The teacher has been actively teaching in the District for at least three years, including two out of the last five to insure the teacher's experience reflects a current understanding of the profession.
- The teacher has demonstrated a record of success in the classroom, receiving a summative rating of Effective or Highly Effective beginning in the 2014-2015 school year.
- The teacher has demonstrated exemplary command of content area knowledge and of pedagogy.
- 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 has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.
- The teacher is committed to the goals of the local mentoring plan.
- The teacher agrees to meet in small professional learning communities with other mentors and novice teachers to facilitate professional growth.
- The teacher agrees to attend after school and in-service Professional Development on Professional Standards for Teachers, the CCSS, the Marshall Evaluation Instrument, classroom observation, facilitating adult learning and leading reflective conversations about teaching practice.

Effective mentors may possess the following qualities:

Attitude and 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
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and open-minded
- 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
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- 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 novice teachers

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
- 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 novice teacher'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 OF MENTORS**

Teachers selected as a mentor must:

- Participate in sustained, ongoing mentor training prior to new teacher orientation and including 2 hour training during new teacher orientation. (Within first month of school).
- Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period.
- Establish regular weekly conferencing times to discuss new/novice teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for teachers and The New Jersey Core Curriculum Content Standards.
- Document all time spent mentoring on District provided Mentoring Log
- Introduce new/novice teachers to the school's Marshall Evaluation Instrument
- Introduce new/novice teachers to the District's computer based systems including Realtime, Performance Matters and the District Email.
- Maintain confidentiality for all mentor-novice activities.
- Acquaint novice teachers with all state standardized testing; materials, procedures and protocols.
- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel.
- Provide opportunities for the novice teacher to observe the mentor and other content experts.
- Observe the novice teacher, provide feedback, provide teaching tips, give guidance on curricular issues, and suggestions for classroom management.
- Participate in a Collaborative Professional Learning Community with district wide mentors and novice teachers.
- Promote a non-evaluative relationship with the novice teacher.

## **SECTION 6**

### **PROFESSIONAL LEARNING COMPONENTS FOR MENTORS**

#### Roles and Responsibility:

The following roles and responsibilities are essential to ensure a successful experience for both the mentor and the novice teacher:

- Mentors will participate in sustained, ongoing mentor training.
- Mentors will make a commitment of time to the mentor-novice relationship over the required one-year mentoring period.
- Mentors will establish regular weekly conferencing times to discuss novice teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards
- Mentors will maintain confidentiality for all mentor-novice activities.
- Mentors will contribute to ongoing program evaluation.
- Mentors will assist the novice teacher in adjusting to and becoming familiar with the school culture, policy, procedures, resources, and personnel.
- Mentors will document mentoring activities and time.
- Mentors will provide opportunities for the novice teacher to observe the mentor and other content experts.
- Mentors will observe the novice teacher during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management.
- Mentors will be a model of professionalism.
- Mentors will encourage the novice teacher to participate in collaborative professional learning activities, such as action research, team meetings, and reflective practice.
- Mentors will assist the novice teacher in understanding the Marshall Teacher Evaluation Model procedures in the Garfield District.
  
- As a novice teacher is inducted into the teaching profession, the roles and responsibilities of the mentor and novice teacher may vary according to the phases of teacher development. The roles and responsibilities are influenced by the knowledge, dispositions, and performances that are identified in the New Jersey Professional Standards for Teachers.

The following are the phases in the mentor-novice teacher relationship development:

- The mentor and novice teacher will work together to build trust and a comfort level.
- The mentor will gain knowledge about the goals and concerns of the novice teacher and begin to exchange information.
- The mentor will provide information as needed and then help to set priorities and become a model for the novice teacher.
- The mentor will offer assistance and seek suggestions from the novice teacher to allow him/her to take some responsibility for the relationship.

- The mentor will explore interests and beliefs of the novice teacher to gain better insight into reasons for his/her decisions.
- The two teachers will work more collaboratively, sharing ideas, analyzing, and making decisions.
- The mentor will begin to withdraw from the relationship by encouraging the novice teacher to become more independent. The mentor will use questioning techniques to guide the novice teacher in becoming a reflective practitioner.
- A positive mentor-novice teacher relationship involves building and maintaining respect, trust, and effective communication. This will be accomplished in the following manner:
  1. The mentor will listen to the novice teacher in a manner that shows respect and value of his/her ideas.
  2. The mentor will practice openness when sharing information.
  3. The mentor will speak authentically about his/her feelings.
  4. The mentor will explain what he/she understands and admit when there is something that he/she doesn't understand.
  5. The mentor will explain why he/she shifts the level of support according to the situation.
  6. The mentor will follow through and do what he/she says he/she will do.
  7. The mentor will continually work at safeguarding confidentiality.
  8. The mentor will be open to feedback.
  9. The mentor will be truthful.
  10. The mentor will be consistent.
  11. The mentor will be supportive publicly and privately.

Four self-inventories based on the Marshall Teacher Evaluation Rubrics will be completed throughout the school year, specifically at the end of each marking period. The results can determine strengths as well as areas for improvement with communication skills that include the ability to articulate effective instructional strategies, listen actively, ask reflective questions, offer positive feedback, and use electronic communication effectively (Standard Eight and Standard Ten). The district will support the novice teachers need through establishing a Professional Development Network designed to provide specific support in areas identified as needing improvement for both novice and veteran teachers.

#### The Challenges Mentoring:

- Overextending him/herself
- Interacting with the novice teacher without clearly defined roles and responsibilities, training or support from the school leader
- Assuming too much responsibility for the novice teacher
- Under-utilizing the professional growth opportunities available through working with a novice teacher Inability to find time to meet on a regular basis
- Inappropriate faculty room discussions of novice teacher's abilities
- School leader requesting evaluative information from the mentor

The mentor and novice teacher need to work together to establish parameters for their roles and responsibilities and their expectations of each other. The mentor needs ongoing support and communication with the school leaders to enhance the mentoring relationship. The mentor needs ongoing Professional Development covering effectively working with adult learners

Mentors need to know the characteristics of adult learners, learning styles, and phases of teacher development to facilitate working with novice teachers and other colleagues. The following are four adult learning principles that have been identified:

- Adult learners are socially interactive.
- Adult learners bring rich experiences to learning.
- Adult learners learn by doing, often in problem-based situations.
- Adult learners benefit from the process of feedback and reflection.

Adult learners benefit from the following:

- Being provided with a deep understanding of a topic;
- Time to practice new skills with feedback until it changes practice;
- Active learning processes for adults including reflection such as "discussion and dialogue, writing, demonstration, practice with feedback, and group problem-solving" (NSDC, 2001, p. 24).
- A Multi-sensory presentation of professional learning activities.
- A choice in the selection of their learning opportunities and the learning environment, which may be alone or with others.

Questioning Technique-(Standard Four and Standard 10)

The mentor will employ questioning techniques that challenge and stretch both the mentor and novice teacher to reflect on their classroom practices that enhance student learning. The mentor will employ all of the following questioning techniques:

- Questions should be open-ended.
- Questions should focus on the event or behavior and not the person.
- Questions should be probing.
- Questions should be non-judgmental.

A mentor will also suggest the use reflective questions to help the novice teacher hypothesize what might happen in a lesson, recognize the types of learners, analyze what worked or didn't work in a lesson, imagine possibilities for future lessons, and compare/contrast what was planned and what really happened in the lesson.

Reflective questions could include:

- What's another way you might?
- What would it look like if?
- What do you think would happen if?
- What do you think?

Using Standards-Based Formative Assessments-(Standard One, Standard Four, Standard Five, and Standard Six).

The use of the Marshall Teacher Evaluation Rubrics provides a confidential structure for interaction between a mentor and novice teacher to allow for reflection on strengths and areas for growth. The purpose is to allow the mentor to guide and support the novice teacher in identifying professional learning activities that are most appropriate to improve classroom teaching. The mentor can help the novice teacher identify and make progress toward his/her identified professional goals. Together the mentor and novice teacher determine the next steps by focusing on what to observe during classroom visitations, by collaboratively planning lessons, by making suggestions for improvement or adjustment, by modeling lessons and by identifying specific Professional Development designed to support the needs identified through the Marshall Rubrics.

The characteristics of formative assessment used in the mentoring relationship include:

- An ongoing measurement of growth over time.
- Evidence of student learning and teacher practice to help identify areas of strength and for growth.
- Objective and data-based.
- Responsive to the teacher's developmental needs.
- Interactive and collaborative.
- Marshall Teacher Evaluation Model Rubrics

Collaborative assessment logs will be used as the basis for accountability and interaction between the mentor and novice teacher. Collaborative assessment logs will include the following criteria:

- A clearly articulated goal related to a professional teaching standard.
- A developmental guide and support system based on continuous discussion and ongoing assessment.
- Frequent use of self-assessment and reflection.
- A shared accountability and responsibility for contribution to the mentor-novice teacher relationship.
- Specify any observation tools to be used

Classroom Visitations- (Standard One, Standard Three, Standard Four, Standard Five,

Standard Six, Standard Seven, Standard Eight and Standard Ten).

When a mentor visits the classroom of a novice teacher, he/she has an opportunity to observe what is happening in the classroom. The mentor will use reflective questioning techniques to engage the novice teacher in reflection after the classroom visitation and then will begin to set goals. The information gathered from the classroom visitation will then be used with the collaborative assessment log to support the novice teacher's reflection in planning for his/her continuous professional growth.

The following is the format for a classroom visitation:

1. Planning the Conference (5-10 minutes)

- Set a specific date and time for a classroom visitation and follow-up conference. .
- Agree upon what is to be observed.

- Determine where the mentor is to sit in the classroom.
  - Discuss the lesson plan and what is to be learned.
2. Classroom Visitation (20-50 minutes)
- Observe one or two teaching behaviors or strategies.
  - Use any other observation tools agreed upon prior to classroom visitation.
3. Reflective Conference (10-30 minutes). Establish a trusting environment.
- Share any specific data collected.
  - Engage in reflection of lesson.
  - Discuss areas of focus for demonstration lessons or professional learning activities.

The purpose of using various observation tools is to record objective, usable data that focus on verbal and nonverbal behaviors of both students and novice teacher. The following are observation tools that the mentor can use during a classroom visitation to collect data include the following:

- Seating charts
- Student/teacher question patterns
- On-task behavior
- Reinforcement and feedback
- Classroom movement patterns
- Cause-and-effect records
- Verbatim transcripts
- Videotapes

Collegial Coaching- (Standard One, Standard Three, Standard Four, Standard five, Standard Six, Standard Seven, And Standard Ten).

There are four phases in the collegial coaching cycle:

1. Planning- The mentor and novice teacher will determine what specifically will be observed during the classroom delivery of the lesson and how data will be collected so that decisions can be made as to the effectiveness of the lesson.

2. Observation of the teaching performance- The mentor will observe and take data on the instructional or learning behaviors determined during the planning phase. The observation notes are meant to be a mirror so that the teacher can see what was taking place during the lesson.

3. Reflection time- Following observation, the mentor and novice teacher will meet to reflect on instructional actions and the relationship between teaching behaviors and student learning.

4. Debriefing- The mentor and novice teacher will problem-solve in order to bring about changes in instructional practices.

Designing Professional Growth Activities (Standard Eight and Standard Ten).

Mentoring will ensure movement of the novice teacher from dependence to self-direction through ongoing support and guidance from the mentor. Professional learning activities will include any or all of the following:

- Identifying specific District provided Professional Development

- Sharing views concerning possible career paths and goals.
- Providing direct assistance: answering questions, suggesting strategies, supplying resources.
- Creating opportunities for the novice teacher to become involved in professional activities- such as
- Faculty activities, professional association, special projects- and to "prove" him/herself as a professional.
- Providing information on the mentor's own professional development plan as a model.
- Assisting the novice teacher in setting short- and long-term professional goals.
- Acting as a resource to help the novice teacher obtain information about certification and continuing education requirements.
- Suggesting or providing books, articles, professional videos, and District provided Professional Development sessions teacher directed or online.

Other professional learning opportunities that the novice teacher and mentor can individually or collaboratively engage in include the following.

- Case discussions
- Curriculum development
- Data analysis of student work
- Journaling
- Lesson study
- Portfolios
- Study groups

Ongoing Networking- (Standard Eight and Standard Ten).

Mentors will be given opportunities to meet with other mentors in a Small Professional Learning Community to share successes, to problem solve, and to share effective instructional strategies. Networking provides opportunities for mentors to model and be engaged in continuous professional learning. These Small Professional Learning Communities will meet in a mutually agreed upon place once per month.

A key element in designing and implementing a successful mentoring program is the provision for ongoing training and support for novice teachers. The Garfield School District will provide training for novice teachers that will include the following components

- New Teacher Orientation-The Garfield School District will provide three day training for new teachers in the beginning of each school year. The purpose of this training is to help new teachers become familiar with the district, its policies and procedures, the Core Curriculum Content Standards, district curriculum, the Marshall Teacher Evaluation Model, State Mandated Safety Training, Instructional Strategies and Garfield Federation of Teachers' Contract.
- The Garfield School District will provide ongoing training and professional development opportunities: district wide and out of district workshops, district provided specific to district needs and collaborative professional learning community meetings.
- Understanding and Applying the New Jersey Professional Standards for Teachers- Novice teachers will be provided with the knowledge, dispositions, and



performances defined in the New Jersey Professional Standards for Teachers, which describes what all teachers should know and be able to do.

## **SECTION 7**

### **PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS**

The New Jersey Professional Standards for Teachers have been established to guide teachers in:

- Promoting reflection of the impact of teacher effectiveness on student learning;
- Facilitating information of professional goals to improve teaching practice;
- Mentoring and assessing progress toward professional goals and continuous improvement in teaching practice.

The ten professional standards for teachers focus on:

1. Subject matter knowledge
2. Human growth and development
3. Diverse learners
4. Instructional planning and strategies
5. Assessment
6. Learning environment
7. Special needs
8. Communication
9. Collaboration and partnership
10. Professional development.

#### **PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHER**

As part of the mentoring process, the following training aligned with the New Jersey Professional Standards for Teachers will be offered for novice teachers during their first year:

##### **Classroom Management – (Standard 6)**

A novice teacher needs to know and be able to establish a safe and respectful learning environment. Effective classroom management skills include:

- Consistent and proactive discipline
- Establishment of daily routines
- Smooth transitions and continuity of momentum throughout the day
- A balance between variety and challenge in student activities
- An awareness of all actions and activities in the classroom
- The use of space and proximity or movement around the classroom for nearness to trouble spots and to encourage attention
- To be able to anticipate potential problems as a means to limit disruption
- Good time management skills

### Addressing Diversity - (Standard 3)

A novice teacher needs to know, understand and address the diverse needs of all students.

Instruction will focus on:

- Exploring their own personal histories and experiences as well as the histories of their students and their families
- Engaging in reflective thinking and writing
- Observing teachers in diverse settings
- Consideration for students' cultures and languages when planning lessons

### Lesson Planning - (Standard 4)

A novice teacher needs to know and be able to plan effective lessons and use appropriate instructional strategies. Developing strategies for effective teaching is an ongoing process that requires the teacher to link curriculum, instruction, and assessment. The teacher needs to be able to:

- Cover essential core curriculum content
- Schedule each day and week to address all subject areas within the given time frames
- Plan daily lessons and project based learning units
- Align lesson objectives with standards

### Use of Standards-based Formative Assessments – (Standard 1, Standard 4, Standard 5, Standard 6, Standard 8, and Standard 10).

A novice teacher needs to identify and make progress toward his/her identified professional goals. Formative assessments used in the mentoring relationship include the following characteristics:

- An ongoing measurement of growth over time
- Evidence of student learning and teacher practice to help identify areas of strength and for growth
- Interactive and collaborative

### Designing Professional Goals

The mentor will work collaboratively with the novice teacher to identify the novice teacher's strengths and areas for improvement. Formal and informal assessments will be used to determine area of focus and may include:

- Self-assessments
- Collaborative assessment logs
- Data gathered by observations during classroom visitations
- Analysis of student work in relation to the CCCS
- Utilizing the recommendations from the Collaborative Professional Learning Community based on the observance and analysis of student work, design of lesson plans, assessments and analysis of strengths and weaknesses

A SMART goal will be written once the novice teacher completes the above assessments.

This goal should be:

- Specific – (based on the N.J. Professional Standards for Teachers, and clearly state what is to be accomplished)
- Measurable – (results-oriented with evidence of achievement)
- Achievable – (must be within reach given the time frame and resources available)
- Relevant – (must address a need based on data that will enhance student learning)
- Tactically sound – (must identify barriers and challenges in process of achieving desired results)

## **SECTION 8: ACTION PLAN FOR IMPLEMENTATION**

The following timeline will be included in developing an action plan for implementation of the Garfield School District's mentoring plan:

- Appoint District Mentor Coordinator by May 1
- Distribute Mentor Roles and Responsibilities with Mentor Application by May 15 (Mentors should be available for training during the last week of August during New Teacher Orientation)
- Applications should be returned to Mentor Coordinator by May 30
- Meet with mentors prior to the end of the school year to review guidelines for next year's mentor program
- Notify mentor of novice teacher and include contact information before New Teacher Orientation (June, July, August when applicable or as soon as novice teacher is appointed)
- Novice teachers will attend a three day New Teacher Orientation
- (August 29 – 31)
- Mentors will attend training/novice teacher meeting on August 30 as part of the New Teacher Orientation
- Mentor and novice teacher will establish a weekly conference time for the school year by September 22
- Mentors and novice teachers will establish a monthly meeting time for their collaborative professional learning communities by October 2

The following is the information that will be included in developing an action plan for implementation of the Garfield School District's mentoring plan:

- Topics to be covered in New Teacher Orientation:
  1. Familiarize novice teachers with the district, its policies and procedures
  2. Core Curriculum Content Standards
  3. District Curriculum
  4. Marshall Teacher Evaluation Model
  5. Garfield Federation Of Teachers Contract
  6. Mentor/novice teacher meetings
- Locations and dates training
- Resources and Materials
- Observations
- Evaluation Strategies
- Alignment with Professional Standards for Teachers

**SECTION 9**  
**RESOURCE OPTIONS USED**

The Garfield School District agrees to support the implementation of the local mentoring plan by providing coverage for release time as needed for classroom visitations by novice teachers. Moreover, access to video resources and professional publications will be made available to such teachers. Consultative personnel will assist mentors in providing expert materials and services to novice teachers.

Mentors shall meet with novice teachers at a minimum of once per month and keep a log of meetings.

The Garfield School District will support novice and veteran teachers identified as needing improvement through the implementation of a comprehensive professional development plan designed to meet the specific needs of its staff.

**SECTION 10**  
**FUNDING RESOURCES**

A recommendation will be made to the Board of Education to allocate a budget for the Mentoring Program. This money would be used to support ongoing training of mentors and novice teachers, including professional presenters, books and videos. In addition, stipends for the Mentoring Program Coordinator and all Mentors need to be negotiated. All Garfield District staff delivering Professional Development outside of the school day will receive payment based on “Schedule O” of the current Garfield Federation of Teachers Contract.

## **SECTION 11** **PROGRAM EVALUATION**

The purpose of program evaluation is to support program improvement as well as to ensure accountability for resources. The Garfield School District's Mentoring Program will take into consideration each level listed below to plan its mentoring program and the program evaluation.

- Inputs/Resources: resources of time, money, people, and materials
  - Amount of time available and how it is used
  - What funds and resources are available and how they are used
  - Mentor training providers and supporters
  - Training materials
- Activities: Professional learning activities offered (e.g., orientation, training, focus groups)
- Professional learning activities for mentors
  - Professional learning activities for novice teachers
  - Professional learning activities for school leaders
  - Ongoing networking opportunities
- People Involvement: number of participants involved
  - Who attends professional learning activities
  - How audience is organized for learning (i.e., mentor-novice teacher together)
- Reactions: what participants thought about the program
  - Satisfaction surveys
  - Interviews
- KASA: knowledge, attitudes, skills, aspirations
  - What types of changes are structured for learning and application
- Practice Change: improved methods of application and practice
  - What learning is being transferred to the classrooms of both mentors and novice teachers
  - What learning is applied to ensure a rigorous mentoring experience
  - What Professional Standards for Teachers are being implemented
- End Results: outcomes resulting from changes in practice
  - Impact on teacher effectiveness
  - Impact on student performance
  - Impact on teacher retention

Data will be collected quarterly and in the following ways:

- Document Review
  - Content in handouts from training sessions
- Interview
  - Perceptions
  - Satisfaction
  - Improvement suggestions

- Degree of implementation
- Survey
  - Perceptions
  - Satisfaction
  - Improvement suggestions
  - Degree of implementation Observation
  - Program implementation
  - Instructional practices
- Logs
  - Degree of implementation
  - Instructional practices
- Student Assessments
  - Student achievement