

*Pleasantville Public Schools*

*District Mentoring  
Program 2016-17*

*Dr. Garnell Bailey, Interim Superintendent*

# Pleasantville Public Schools - District Mentoring Program

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## Section 1: District Profile

The district profile sheet reflects the mentoring data from the 2016-17 school year.

Name of District: Pleasantville School District

District Code: 4180 County Code: 01

District Address: 801 Mill Road, Pleasantville New Jersey 08232

Chief School Administrator: Dr. Garnell Bailey

Mentoring Program Contact: Dr. Garnell Bailey

Mentoring Program Contact Phone: 609.383.6800

Mentoring Program Contact E-mail: delcher.mark@pps-nj.us

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

Other (specify): Also have Pre-kindergarten Program

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 18

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 2

Number of novice special education teachers with a standard license 9

Number of Mentors: 7

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

Music, World Language, Physical Education, Special Education, Theater,

P/3 ESL, Television, and Bilingual

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## Section 2: Needs Assessment

### A. Current Assessment of Mentoring Program

The Pleasantville Public School District is highly committed to providing an outstanding mentoring program to assist new hires with making important first year adjustments. To ensure that the needs of new teachers and their mentors are being met in accordance with the 2014 New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9-8), Pleasantville School District conducts a thorough needs assessment in the beginning of each year and then checks the progress of new teachers and their mentors throughout the school year. The new regulations include a new definition of Professional Development and revised standards for professional learning intended to focus on continuous improvement for enhanced student outcomes. Support also includes:

- A comprehensive two-day orientation for all new first-year teachers
- Weekly mentoring support during the critical first four weeks of employment
- Mentor leads mentee in guided self-assessment on Danielson's Evaluation
- Individualized support in the professional development plan (PDP) within 30 days of new assignment
- A mentor training program
- A required reflective mentoring log
- Training in Common Core State Standards
- Ongoing professional development with a clear focus on teacher effectiveness and professional learning strategies that enhance student learning outcomes, so students can meet the Common Core State Standards (CCSS) aligned with N.J.A.C. 6A:9-3 and N.J.A.C. 6A:9-5.3.
- Constructive feedback on teaching practices
- Comprehensive data analysis

Mentor selection will include a more formal application process and monitoring system of mentor-mentee matches. The Chief School Administrator (CSA) will interview both the mentor and the mentee on a regular basis to determine how the new hire is progressing in terms of classroom management, content knowledge, curriculum implementation that is aligned with state standards and school district expectations for teacher effectiveness. The district's School Improvement Panels (ScIPs) will also support implementation of mentoring plan. The ScIPs were established through the TEACHNJ Act to support mentoring and professional development opportunities. ScIPs can ensure that teachers receive useful feedback on their practice and their students' learning outcomes; experience high-quality, tailored professional learning and are a respected voice in decision making.

Mentors will become more aware of their roles and responsibilities through district-wide training. Mentor training will also vary from new teacher to new teacher dependent upon the identified needs of each new hire, since new hire includes both novice teachers and experienced teachers who are new to the district. Through initial meetings, interviews, and a pre-mentoring survey, the mentor will determine if the new teacher needs assistance with: learning routines and

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procedures, lesson planning, classroom management skills, discipline strategies, engaging students, establishing a positive classroom environment, assessing student performance, understanding NJCCCS and CCSS, assessments, district curriculum alignment, communicating and involving parents, time management skills, participation in staff development, teaching with technology, and reflective practices. The individual mentoring plan will be tailored to meet the identified needs of each new teacher. Communication and interaction between mentors and mentees can also be enhanced through digital technology through the use of cell phones, emails, FaceTime, etc....

### **B. Current Needs of District Mentoring Plan**

The assessment of the Pleasantville School District's Mentoring Plan in accordance with 2014 New Jersey Teacher Mentoring Regulations has identified the following district mentoring needs:

- Mentees need more assistance with effective lesson planning
- Mentees need further assistance with effective classroom strategies that incorporate principles of differentiated instruction.
- Mentees need further assistance with behavior management practice
- Mentees need more assistance with inclusion practices
- Mentees need additional guidance with time and stress management
- Substitutes are needed to free mentors/mentees to model and observe lessons
- Mentors/mentees need more assistance with maximizing use of technology resources
- Mentees need training in Danielson Teacher Evaluation Tool, including self-assessment.
- Mentees need assistance with the development of Student Growth Objectives, data analysis and interpretation.
- Mentees need assistance in accessing IEPs through IEP Direct in order to modify and differentiate instruction as needed.
- Mentees need support in the interpretation and application of Common Core State Standards and New Jersey Core Curriculum Content Standards

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## Section 3: Vision and Goals

### A. Mentoring Program Vision

A primary goal of the Pleasantville School District is to prepare, support and guide new staff at Pleasantville School District professionally, academically, socially, and emotionally. As stated in its mission statement:

*The mission of the Pleasantville School District is to provide a safe, academically focused environment within our culturally diverse community where all students have the opportunity to achieve the New Jersey Core Curriculum Content Standards and the Common Core State Standards at all grade levels. We will challenge each student to confidently achieve his or her educational and personal goals as well as acquire the work and social skills essential to become a productive member of society.*

In an effort to carry-out our mission, all novice teachers will be assigned a mentor and participate in a one-year mentoring program (30 weeks for traditional route and 34 for alternate route) at the beginning of the provisional year. Mentees will keep a log of their interactions with their mentors as required by 2014 New Jersey Teacher Mentoring Regulations. We believe our Mentoring Program is a vital first step in maintaining quality teaching, encouraging a high level of morale, and establishing a good rapport between educators and, ultimately, students within our schools and our community.

### B. Goals of Mentoring Program

The goals of the Pleasantville School District Mentoring Program are:

- To enhance teacher knowledge of all strategies related to the New Jersey Core Content Standards and the Common Core State Standards in order to facilitate student achievement.
- To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- To assist novice teachers in the performance of their duties and adjustment to the challenge of teaching.
- To align with the New Jersey Professional Teaching Standards for teachers and to the district goals for professional development.
- To include participation in a year-long New Teacher Academy.

### Mentoring for Novice Teachers

During the first 30 weeks of employment, novice teachers will be mentored on a 1:1 basis. Mentors and mentees will meet at least once a week for the first four weeks of their teaching

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assignment. During the first four weeks newly hired teachers will receive intensive mentoring have an orientation and guided experience in the following areas:

- New Jersey Core Curriculum Content Standards and Common Core State Standards
- Classroom management and discipline
- State and district assessment of student progress and achievement
- Lesson planning and reflection, including setting goals, meeting objectives and developing assessment tools
- District curriculum
- District policies and procedures (Staff Handbook)
- District online programs
- New Jersey Professional Standards for Teachers
- Development of SGOs
- Understanding of the district's evaluation tool and completion of Self-Assessment

### **Additional Mentoring for Alternate Route Teachers**

There is an additional 20-day requirement that will prepare novice alternate route teachers with the skills and knowledge to succeed in their initial teaching experience. Many of these alternate route teachers are attracted to the profession from varied disciplines. They come to their new positions full of enthusiasm and content knowledge. However this initial period may be the first one in front of a classroom resulting in the need for additional time with a mentor.

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## Section 4: Mentor Selection

### 4A. Guidelines for selection of mentors

In an effort to build a successful mentoring program, the CSA will set forth the following guidelines for the selection of mentors:

- A. Pleasantville School District will implement a recruitment plan to attract mentors and familiarize all staff with the district mentoring plan.
- B. Pleasantville School District will implement an application process and review that includes an analysis of personal information and credentials. The process will also assess suitability criteria that relate to the program statement of purpose and needs of the target population. This includes skills identification, level of education, occupation, and professional experience.
- C. Pleasantville School District will provide orientation for mentors and participants that include: a program overview, description of eligibility, screening process, and suitability requirements, and expected level of commitment (time, energy, and flexibility).
- D. Pleasantville School District will provide ongoing training and support throughout the year for mentors and mentees that align with New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3.3) and New Jersey Professional Development Standards:
  - Learner Development
  - Learner Differences
  - Learning Environment
  - Content Knowledge
  - Application of Content
  - Assessment
  - Planning for Instruction
  - Instructional Strategies
  - Professional Learning
  - Leadership and Collaboration
  - Ethical Practice
  - Communication
  - Monthly New Teacher Academy
  - Training of mentors
  - Guidelines on how to get the most out of the mentoring relationship.
  - Job and role descriptions.
  - Confidentiality and liability information.
  - Crisis management/problem solving resources
  - A statement of understanding that both parties agree to the conditions of the mentoring relationship as defined in the Code of Conduct and completion of logs regarding contact time.



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### **4B. Application process and criteria for selection of mentors**

1. Interested participants will fill out an application for becoming a mentor.
2. The CSA will match mentors with mentees.
3. SCIP committees will be notified of mentor-mentee matches.
4. Novice Teacher, Mentor and Principal will sign a contract as well as an Ethical Code of Practice for Mentoring.
5. The mentor is a tenured colleague employed by the district with at least three years experience.
6. The mentor is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
7. The mentor has demonstrated exemplary command of content area knowledge and of pedagogy and has received a rating of Effective/Highly Effective on the most recent teacher evaluation.
8. The mentor agrees to maintain confidentiality in regard to mentee relationship.
9. The mentor teacher is experienced and certified in the subject area in which the novice teacher is assigned; where not possible, in a closely aligned subject area.
10. The mentor is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves.
11. The mentor is knowledgeable about the resources and opportunities in the district and community and is able to act as a referral source to the novice teacher.
12. The mentor agrees to complete a comprehensive mentor training program.

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## Section 5: Roles and Responsibilities of a Mentor

After orientation and the initial month of weekly meetings, mentors and novice teachers will meet at least twice a month to discuss practice, build collegial support, and to observe effective teaching practice. Mentors will be selected based on an administrative review of candidate applications in terms of their documented abilities to meet the following teacher mentor responsibilities:

- To serve as a professional role model in both professional and classroom practice
- To foster a trusting, respectful, and confidential relationship
- To serve as a critical friend
- To communicate appropriate feedback after an informal observation
- To model effective instructional techniques for the novice teacher
- To orient the novice teacher to district and school policies
- To provide a variety of resources to help the novice begin forming a repertoire of effective strategies and techniques
- To participate in a summer orientation meeting to help the novice teacher establish goals for the beginning of the year
- To encourage the novice teacher to record needs, questions, or comments in a journal and to use the journal for discussion purposes
- To help the novice teacher identify material for a portfolio
- To participate in at least one session of continuing mentoring education
- To maintain continued involvement in professional growth opportunities included required 20 hours of PD each year
- To guide the development of PDP
- To encourage participation in PLCs

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## **Section 6: Professional Learning Components for Mentors**

All Pleasantville School District mentors will have the opportunity to participate in on-site professional development programs focused on current research on improving teaching practice, new understandings of learners and the learning process to align to the 2011 Interstate Teacher Assessment and Support Consortium (InTASC), NJ Professional Development Standards, and NJ Professional Standards for Teachers that articulate what effective teaching and learning look like in a transformed public education system.

Training Components will focus on:

- Roles and Responsibilities of the Mentor
- Transitioning to Mentorship
- Establishing Communication and Building Trust
- Challenges in Mentoring
- Adult Learning Theory
- Questioning Techniques
- Using standards-Based Formative Assessments
- Classroom Visitations
- Collegial Coaching
- Designing Professional Development Activities
- Networking for Mentors

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## Section 7: Professional Learning Components for Novice Teachers

All Pleasantville School District novice teachers have the opportunity to participate in on-site professional development programs focused on current research on improving teaching practice, new understandings of learners and the learning process to align to the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards NJ Professional Development Standards, and NJ Professional Standards for Teachers that articulate what effective teaching and learning look like in a transformed public education system.

The following fundamental understandings anchor the content of the standards:

- Teaching and learning are a dynamic process
- Expertise in teaching develops over time
- 21<sup>st</sup> Century Skills are fundamental and need to be incorporated into all curriculum
- Focus must move from teachers' teaching to learners' learning
- Collaborative professional culture improves teacher effectiveness
- Teachers should embrace leadership roles

The standards now include key themes such as: creativity/innovation; critical thinking/problem solving; cultural competence; English language learners; individual differences; interdisciplinary/multiple perspectives/professional learning; student-directed learning; teacher responsibility; technology; use of data to support learning; and families and communities

Below is a listing of how annual professional development opportunities align with each of the NJ Professional Standards for Teachers. These opportunities will take place during: shared planning time, team-teaching, department meetings, faculty meetings, curriculum review, textbook assessment meetings, administrative team meetings, district website, mentoring and modeling. Other opportunities include professional development: on-site and off-site workshops, state and local conferences, online courses, continuing education at local universities, and higher education degrees.

1. Enhances of knowledge of subject content
2. Improves of the understanding of the needs of each learner
3. Reflects upon available interpretations of relevant knowledge
4. Develop a variety of classroom based assessment skills
5. Integrates new learning in the classroom
6. Is periodically assessed to show its impact on teaching practices and/or student learning through annual surveys
7. Develops a school culture that fosters improvement

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### Section 8: Action Plan for Implementation with Timeline

Action	Date
The Chief School Administrator will submit the mentoring plan to the BOE for approval.	August 2016
The CSA will submit a Statement of Assurance to the County Office and keep the plan in district.	August 2016
Mentoring Plan will be shared with each School Improvement Panel (ScIP); ScIP will oversee the implementation at the school level	September 2016
Teachers new to the district will attend a two day orientation	August 2016
Mentors will be assigned to mentees and trained in responsibilities using the plan.	September 2016
Mentors will receive training	September 2016
Will provide mentoring to all novice teachers based on the district mentoring plan and the regulations that govern mentoring	September 2016 – June 2017
Mentees will attend New Teacher Academy	Monthly
ScIP Committees will meet with mentees	Every Three months
Mentor will submit log form to district office	30th day of every month for 10 months
During the school year, the administrator will meet with mentors and teacher to assess program.	As needed
Evaluation of District Mentoring Plan	June 2017

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## **Section 9: Resources Options Used**

In developing and implementing the district Mentoring Plan, the Pleasantville School District utilized resources provided by the New Jersey Department of Education and Council of Chief State School Officers. District resources to carry out our program will include: release time for classroom visitations, video resources, print resources, and substitute coverage. There are also opportunities for novice teachers to attend “In-House” professional development sessions provided by district staff.

## **Section 10: Funding Resources**

Funding will be needed to cover the costs of training materials, substitutes, and fees for attendance at targeted professional development sessions.

State funds will be utilized to offset the cost of implementation of the mentoring program and shall supplement, rather than supplant, any federal or local funds devoted to planning and implementation of this plan.

In the absence of state funds, novice teachers will be required to pay the mentoring stipend, unless the district provides other alternatives. The mentor stipend is a certification requirement for all novice teachers.

- The mentoring stipend for traditional route teachers is \$550 for 30 weeks of mentoring.
- The mentoring stipend for alternate route teachers is \$1,000 for the 20-day clinical experience and for the remaining 30 weeks of mentoring.

## **Section 11: Program Evaluation**

The CSA, ScIPs, Supervisors, Directors and Principals of the Pleasantville School District will conduct an extensive evaluation of the Mentoring Program utilizing a survey as well as a comprehensive review of: reflective journals, teacher evaluations, results of focus groups discussions, professional development portfolios, individual Professional Development Plans, new teacher retention rates, and student assessment.

While previous results indicate that the Pleasantville School District has a very high retention rate with new teachers regarding adjustment to the profession, job satisfaction, and success with gains in curriculum knowledge and classroom management, we feel annual evaluations of the program will enhance collaboration. Therefore, the Pleasantville Mentoring Program will undergo a period of evaluation, reflection, and adjustment at the end of each school year to better enhance our program for the subsequent year.

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## **Appendix A:**

### **Part A. Mentor Teacher Application**

I am interested in being considered for the position of a mentor teacher in the district's Mentoring for Quality Induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance.

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

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

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

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Part B. For Office Use Only

CSA/ScIP Comments:

## Part C. Principal's Mentor-Novice Teacher Match

School:

\_\_\_\_\_

Principal's Name:

\_\_\_\_\_

I have selected (name of mentor) \_\_\_\_\_

who currently holds the position of (subject/grade level) \_\_\_\_\_

to serve as a mentor teacher to (name of novice teacher) \_\_\_\_\_

who has been appointed to the position of (subject/grade level) \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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



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## **Appendix B:**

### **Mentor Teacher Evaluation Form**

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

Date: \_\_\_\_\_

Subject/Grade Level: \_\_\_\_\_

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

1. What are your expectations of the Mentor Teacher Program?
2. Did the program provide you adequate training and support to be a mentor?
3. What part of the mentoring process has been most positive? What part needs improvement?
4. Do you feel any other important area has been overlooked or neglected by the mentoring program?
5. Would you consider continuing in year two of the program and/or becoming a mentor again?
6. Additional comments/reactions/suggestions.

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.

Teacher's Name (Print) \_\_\_\_\_

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

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Office Use Only

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## Appendix C:

### Novice Teacher Evaluation Form

1. What were your expectations of the Mentor Teacher Program?
2. Did the program meet your needs as a novice teacher?
3. What part of the mentoring process has been most helpful? What part needs improvement?
4. Please share a specific concern that was overcome with the help of your mentor or other veteran staff member?
5. Do you feel the mentoring program has overlooked any other important areas?
6. Additional comments/reactions/suggestions.



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## **Appendix E:**

### **MENTORING CONTRACT**

*The mentoring contract brings together the mentor, the novice teacher, and the principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal, make it clear that the novice teacher is a colleague, and that collegial relationship strengthens the education of the novice teacher's students.*

#### ***The mentor and the novice teacher hereby agree:***

- To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.

#### ***The mentor hereby agrees:***

- To review the background of the novice teacher to provide the type and amount of support indicated by this background.
- To attend the novice teacher's classes regularly and provide the novice teacher with feedback, coaching, and support.
- To be available for informal support and consultation.

#### ***The novice teacher hereby agrees:***

- To observe the mentor's teaching, as well as the teaching of other experienced professionals.
- To work on following the suggestions which the mentor makes.
- To seek out the mentor for answers to questions that may arise.

#### ***The Principal hereby agrees:***

- To observe and evaluate the novice teacher.
- To provide support to both the mentor and the novice teacher.
- Not to solicit evaluative comments from the mentor regarding the novice teacher.
- To allow the mentor up to five periods of release time to observe the novice teacher, if needed.

#### ***All the signers agree:***

- To follow all New Jersey regulations for mentoring aligned with the district's Code of Ethics and NJ Professional Standards for Teachers as outlined in the district mentoring for quality induction program.

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**Mentor's Signature**

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**Date**

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**Novice Teacher's Signature**

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**Date**

---

**Principal's Signature**

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**Date**

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## **Appendix F:**

### **An Ethical Code of Practice for Mentoring**

- The mentor's role is to respond to the novice teacher's development needs and agenda; it is not to impose his/her own agenda.
- Mentors must work within the current agreement with the novice teacher about confidentiality.
- The mentor will not intrude into areas the novice teacher wishes to keep private until invited to do so. However, he/she should help the novice teacher recognize how other issues may relate to these areas.
- Mentor and novice teacher should aim to be open and truthful with each other, and themselves, about the relationship.
- The mentoring relationship must not be exploitative in any way, nor must it be open to misinterpretation by others.
- Mentors need to be aware of the limits of their competence and operate within these limits.
- The mentor has a responsibility to develop his or her own competence in mentoring.
- The novice teacher must accept increasing responsibility for managing the relationship; the mentor should empower him/her to do so and must generally promote the novice teacher's autonomy.
- Mentor and novice teacher should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.
- Either party may dissolve the relationship. However, both mentor and novice teacher have a responsibility for discussing the matter together, as part of mutual learning.
- The novice teacher should be aware of his/her rights and any complaints procedures.
- Mentors must be aware of any current law and work within the law.

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Mentor's Signature

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Date

---

Novice Teacher's Signature

---

Date

---

Principal's Signature

---

Date

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## **Appendix G:**

### **Mentoring Partnership Agreement**

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:

2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:

3. Maintain confidentiality of our relationship. Confidentiality for us means...

4. Honor the ground rules we have developed for the relationship. Our ground rules will be...

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by...

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We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship.

In this event, we agree to use closure as a learning opportunity.

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Mentor's Signature and Date

Novice Teacher's Signature and Date

*Source: The Mentor's Guide: Facilitating Effective Learning Relationships* (p. 110), L. Zachary, 2000, San Francisco, CA: Jossey-Bass. Reprinted with permission.

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## **Appendix H:**

### **Sample Discussion Topics**

The following are areas that should be considered for discussion between the mentor and novice teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Lesson plans	Substitute teacher plans
Large-group instruction	Small-group instruction
One-to-one instruction	Classroom behavior management
Informal classroom assessment	Instructional units/curriculum
Producing instructional material	Crisis in the classroom/emergency plan
Rapport with faculty and staff	Multiple intelligences/learning styles
Cultural/ethnic awareness	Expectations of student achievement
Cooperative learning	NJ Core Curriculum Content Standards/CCSS
Educational philosophy	Content area
Time management	Content area
Alternate assessment	Teaching styles (observing other teachers)
Grading procedures/grade book	Record keeping
Special events (ex: plays, concerts)	Development assignment of projects
Classroom safety	Confidential information (written/spoken)
Field trips	Telephone/intercom
Report cards/interim reports	Testing procedures
Meeting deadlines	Year-end responsibilities
Professional development	Referral of students to special ed. STARS, English as a Second Language (ESL), and/or Student Assistance Counselor (SAC)

*Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 9), by Montclair School District, NJ.*