

GLOUCESTER CITY SCHOOL DISTRICT

District Mentoring Plan
2024-2025

August 2024

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District Mentoring Plan Checklist

Require	Components of Mentoring Plan Checklist	Included ✓
✓	Title Page	✓
✓	Table of Contents	✓
	Section 1: District Profile	
✓	<ul style="list-style-type: none"> ● District Profile Sheet 	✓
✓	<ul style="list-style-type: none"> ● Mentoring Plan Sign Off Sheet 	✓
✓	<ul style="list-style-type: none"> ● Board of Education Approval Form 	✓
	Section 2: Needs Assessment	
✓	<ul style="list-style-type: none"> ● Current assessment of mentoring for quality induction program 	✓
✓	<ul style="list-style-type: none"> ● Current needs of District Mentoring Plan 	✓
✓	<ul style="list-style-type: none"> ● Self-assessment tool for District Mentoring Plan 	✓
	Section 3: Vision and Goals	
✓	<ul style="list-style-type: none"> ● Mentoring Program Vision 	✓
✓	<ul style="list-style-type: none"> ● Mentoring Program Goals 	✓
	Section 4: Mentor Selection	
✓	<ul style="list-style-type: none"> ● Guidelines for selection of mentors 	✓
✓	<ul style="list-style-type: none"> ● Application process and criteria for selection of mentors 	✓
✓	Section 5: Roles and Responsibilities for Mentors	✓
✓		
✓	Section 6: Professional Learning Components for Mentors	✓

✓	Section 7: Professional Learning Components for Novice Teachers	✓
✓	Section 8: Action Plan for Implementation	✓
✓	Section 9: Resource Options Used	✓
✓	Section 10: Funding Resources	✓
✓	Section 11: Program Evaluation	✓

Section 1: District Profile Sheet

The district profile sheet reflects the mentoring data from the 2024-2025 school year.

Name of District: **Gloucester City Public School District**

District Code: **1770** County Code: **07**

District Address: **1300 Market Street
Gloucester City, New Jersey 08030**

Chief School Administrator: **Sean Gorman, Superintendent of Schools**

Mentoring Program Contact: **Kimberley J. Chiodi, Ed.D.**

Mentoring Program Contact Phone: **856-456-7000 ext. 1315**

Mentoring Program Contact E-Mail: **kchiodi@gcsd.k12.nj.us**

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

Other (specify): **Pre-K - 12**

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: **8**

Number of novice teachers with Certificate of Eligibility with Advanced Standing/ Provisional: **3**

Number of novice special education teachers with a standard license: **0**

Number of CST members with a standard license: **0**

Number of novice non-special education teachers with a standard license: **0**

Number of Mentors: **13**

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

PreK -5 3 6-8: 2 9-12: 2 Special education (all grades): 6

Mentoring Plan Sign-off Sheet

Name of District: **Gloucester City School District** Code: **1770** County:

Camden Code: **07** Names of contributing members to the Mentoring Plan:

<u>Colleen Blake</u> Name (please print)	<u><i>Colleen Blake</i></u> Signature	<u>Instructional Supervisor</u> Position
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<u>Ellen Boulden</u> Name (please print)	<u><i>Ellen Boulden</i></u> Signature	<u>Instructional Supervisor</u> Position
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<u>Dana Wilson</u> Name (please print)	<u><i>Dana Wilson</i></u> Signature	<u>Instructional Supervisor</u> Position
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<u>Susan Ekimoglou</u> Name (please print)	<u><i>Susan Ekimoglou</i></u> Signature	<u>Instructional Supervisor</u> Position
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<u>Crystal McAllister</u> Name (please print)	<u><i>Crystal McAllister</i></u> Signature	<u>Instructional Supervisor</u> Position
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<u>Nick Wright</u> Name (please print)	<u><i>Nick Wright</i></u> Signature	<u>Instructional Supervisor</u> Position
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<u>Kimberley Chiodi, Ed.D.</u> Name (please print)	<u><i>Kimberley Chiodi, Ed.D.</i></u> Signature	<u>Assistant Superintendent</u> Position
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Contact Person: **Kimberley Chiodi, E.D., Assistant Superintendent**

Kimberley Chiodi, Ed.D.

Signature

Phone: **856-456-7000 ext. 1315**

Fax: **856-432-7043**

Email: kchiodi@gcsd.k12.nj.us

District Board of Education Approval and Comment Form

Date Plan Received _____
 Date Plan Reviewed _____
 Date Plan Returned for Revision _____
 Date Plan Accepted _____

District: **Gloucester City Board of Education**

Code: **1770**

County: **Camden**

Code: **07**

Completed

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

Section 2: Current Assessment of the Mentoring Plan for Quality Induction (2024-2025 school year)

The Gloucester City School District mentoring program for the 2024-2025 school year included 13 mentee/novice teachers. These are all district contracted employees.

At Cold Springs there are: (1) preK teacher, (1) Art teacher, (1) 2nd grade teacher, and (4) Special education teachers. At Gloucester Middle School there are: (1) 4th grade teacher, (2) special education teachers, and (1) physical education teacher. At Gloucester High School there are: (1) ELA teacher, and (1) business teacher.

All district mentee/novice teachers attended the scheduled, formal training sessions. Each mentor and novice teacher completed the district forms for confidentiality, monthly reports regarding topics discussed and workshop evaluation forms.

Gloucester City School District assesses the mentoring goals through lesson plan notations, the observation of growth in classroom management skills and instructional strategies employed from the beginning of the school year to the end. We will continue to use the data from previous years to help refine our mentoring program. In addition, we will use the application process that aligns with the state regulations to select mentors, reference New Jersey Student Learning Standards, NJ Professional Standards for Teachers and the elements of ESSA as we establish the learning components of the mentoring program for mentors and novice teachers.

Current Needs of District Mentoring Plan

Based on end of year Mentor/Mentee Survey results, most mentor and novice teachers felt that the program was worthwhile, and that participation in the program allowed them to build meaningful relationships and collaborate professionally. Both mentors and novice teachers identified that common meeting times or schedules that meshed would be beneficial to both parties. It was specifically noted that mentee's would prefer to have their mentors being in the same building and teaching the same subject if possible, which will be a goal for the 24-25 school year. Both groups also requested additional time for peer observations, feedback and reflection.

When mentor's were surveyed, 64% indicated that they met with their mentor at 1-2 times a week. 18% indicated they met with their mentor 3-4 times per week and 18% indicated that they met with their mentor daily. 64% indicated that they had the opportunity to watch their mentor teach lessons in the classroom, and 36 indicated that they had their mentor watch them teach a lesson. A goal for this year's mentor program will be to ask the administrators at each building to allow time for mentee's to see their mentor teach, and for the mentors to see their mentee's teach.

The mentors felt overall that the presenters at the mentee sessions were a valuable resource towards assisting with them transitioning into the district, and the time provided for each session was adequate for the information presented and enough time for questions to be answered. Of the sessions presented, the mentees found the following to be the most helpful:

Mentoring process overview
Classroom management
Using Technology to support and enhance instruction
Using Data to inform instruction
Online Resources/Role of Guidance

Some sessions that were requested by mentees to be offered were:
Behavior Management and Special Ed Differentiation tactics
Learning Strategies for special needs students

Self-Assessment Tool for District Mentoring Plan

District-wide Planning Process	Yes	No	Partially
<ul style="list-style-type: none"> ● Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, to develop a mentoring plan aligned with state regulations? 	√	—	_____
<ul style="list-style-type: none"> ● Is the mentoring program monitored for implementation and is feedback used to adjust and make improvements? 	√	—	_____
Criteria-based Selection and Matching of Mentors	Yes	No	Partially
<ul style="list-style-type: none"> ● Does our district mentoring plan include at least the criteria for mentor selection in state regulations? 	√	—	_____
<ul style="list-style-type: none"> ● Are mentors selected based on the criteria stated in the regulations? 	√	—	_____
<ul style="list-style-type: none"> ● Does our district have criteria for matching mentors and novice teachers? 	√	—	_____
<ul style="list-style-type: none"> ● Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan? 	√	—	_____
Mentor Services	Yes	No	Partially
<ul style="list-style-type: none"> ● Do mentors receive training in the skills of conferencing and feedback? 	√	—	_____
<ul style="list-style-type: none"> ● Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment? 	√	—	_____
<ul style="list-style-type: none"> ● Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher? 	√	—	_____
Novice Teacher Services	Yes	No	Partially
<ul style="list-style-type: none"> ● 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? 	√	—	_____

Self-Assessment Tool for District Mentoring Plan (Continued)

Novice Teacher Services (Continued)	Yes	No	Partially
<ul style="list-style-type: none"> • Are novice teachers brought together regularly during the year for networking opportunities? 	√	—	_____
<ul style="list-style-type: none"> • Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers? 	√	—	_____
School Leader Services	Yes	No	Partially
<ul style="list-style-type: none"> • Do school leaders model a range of ways to support novice teachers at their schools? 	√	—	_____
<ul style="list-style-type: none"> • Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers? 	√	—	_____
<ul style="list-style-type: none"> • Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers? 	√	—	_____
District Board of Education and Community	Yes	No	Partially
<ul style="list-style-type: none"> • 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? 	√	—	_____
<ul style="list-style-type: none"> • Is the community invited to support district efforts to nurture novice teachers? 	√	—	_____
On-going Program Evaluation	Yes	No	Partially
<ul style="list-style-type: none"> • Is the mentoring program assessed (process/formative evaluation) for quality as an induction program on an ongoing basis? 	√	—	_____
<ul style="list-style-type: none"> • Is outcome/summative information gathered on the impact of the mentoring for quality induction program and is this information shared with staff and community? 	√	—	_____

Section 3: Vision and Goals

MISSION STATEMENT

“The educational process of the Gloucester City Public School District is the embodiment of visionary leadership, involved community, and individual needs. It will be characterized by a holistic approach, by technological innovation, and by the development of socially responsible citizens. All students in the Gloucester City School District will be able to demonstrate the skills as outlined in the New Jersey Student Learning Standards. The students of Gloucester City Schools will become contributing members of a changing economy and be prepared and committed to lifelong learning.”

EDUCATIONAL OUTCOME GOALS

As a base for our educational program and in accordance with the requirements of the State and Board of Education of Gloucester City, the following consultation with teaching staff members, pupils, parents and the other residents of this district adopts the following educational outcome goals for every pupil:

1. Will develop skills in reading, speaking, listening and mathematics.
2. Will develop self-respect and practice humanistic relationships in an environment of compassion and mutual respect.
3. Will learn how to research, examine, and use information.
4. Will acquire job entry-level skills and/or preparation necessary for further education, employment, and success as a producer/consumer.
5. Will understand and apply principles of health and safety, and demonstrate awareness of world health programs and communicable diseases.
6. Will acquire positive attitudes toward people of different cultural and ethnic backgrounds.
7. Will strive to appreciate various forms of art, music, literature and drama.
8. Will practice good citizenship and sportsmanship in all competitive activities.
9. Will develop technological skills needed to compete in a rapidly changing technological society.
10. Will enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

GOALS OF MENTORING PROGRAM (96A: 9-8.4)

1. To enhance teacher knowledge of instructional strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement.
2. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
3. To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.

The Gloucester City School District aligned the above goals with the New Jersey Professional Standards for Teachers, the ESSA Key Elements of High Quality Professional Development, and state regulations.

The Gloucester City District Mentoring Plan complies with the State of New Jersey's requirement for the 20-day mentoring process for alternate route teachers. (See Section 7)

Mentoring Program Goals

<i>Goal</i>	<i>NJ Professional Standards for Teachers</i>	<i>ESSA Key Elements</i>	<i>Measure of Progress Indicators</i>
To enhance knowledge of instructional strategies related to the NJSLS in order to facilitate student achievement.	1, 2, 3, 4, 5, 6, 7, 8, 9,	1, 2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none"> ● Teacher lesson plans ● Observations ● Student assessments
To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.	1, 2, 3, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none"> ● Teacher lesson plans ● Observations ● Student assessments
To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.	6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8	<ul style="list-style-type: none"> ● Completed/submitted forms ● Grade book ● MMS ● Observation ● Reports

Section 4: Mentor Selection Criteria (6A: 9-8.4)

I. Guidelines for Selection of Mentors

A. Qualities of Effective Mentors

The qualities of effective mentors as identified by participants in mentoring programs nationwide may be organized into four general categories: attitude and character, professional competence and experience, communication skills, and interpersonal skills. Together with willingness to serve and the recommendations of colleagues, these characteristics comprise an inventory of the qualities of effective mentors.

1. Attitude and Character

The mentor should:

- a. be willing to be a role model for other teachers.
- b. exhibit strong commitment to the teaching profession.
- c. believe mentoring improves instructional practice.
- d. be willing to advocate on behalf of colleagues.
- e. be willing to receive training to improve mentoring skills.
- f. demonstrate a commitment to lifelong learning.
- g. be reflective and able to learn from mistakes.
- h. be eager to share information and ideas with colleagues.
- i. be resilient, flexible, persistent, and open-minded.
- j. enjoy new challenges and solving problems.

2. Professional Competence and Experience

The mentor should:

- a. be regarded by colleagues as an outstanding teacher.
- b. have excellent knowledge of pedagogy and subject matter.
- c. have confidence in his/her own instructional skills.
- d. feel comfortable being observed by other teachers.
- e. maintain a network of professional contacts.
- f. understand the policies and procedures of the school district and teachers' association.
- g. be a meticulous observer of classroom practice.
- h. collaborate well with other teachers and administrators.
- i. be willing to learn new teaching strategies from novices.

3. Communication Skills

The mentor should:

- a. be able to articulate effective instructional strategies.
- b. listen attentively.
- c. ask questions that prompt reflection and understanding.
- d. offer critiques in positive and productive ways.
- e. use e-mail effectively.
- f. be efficient with the use of time.
- g. convey enthusiasm and a passion for teaching.
- h. be discreet and maintain confidentiality.

Qualities of Effective Mentors (Continued)

4. Interpersonal Skills

The mentor should:

- a. be able to maintain a trusting professional relationship.
- b. know how to express care for a novice's emotional and professional needs.
- c. be attentive to sensitive political issues.
- d. work well with individuals from different cultures.
- e. be patient.

B. Eligibility Requirements for Mentor Teachers

The eligibility of teachers applying to serve as mentor teachers is based on criteria, which includes the following:

1. The teacher is tenured in the district and actively teaching; or in the event that such a teacher is unavailable, a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator that has worked two of the last five years may serve as a mentor teacher. Training will be provided in current educational practices for the retired teachers or administrators.
2. The teacher is committed to the goals of the local mentor program plan including respect for the confidential nature of the mentor teacher/novice teacher relationships.
3. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy.
4. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible.
5. 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.
6. The teacher is knowledgeable about the resources and opportunities in the district and able to refer the novice teacher to them.
7. The teacher provides letters of recommendation as determined by the district mentor plan from those who are familiar with the mentor teacher applicant's work.
8. The teacher agrees to complete a comprehensive mentor-training program.

II. Application Process

- A. Mentor Teacher Candidate Completes Self-Survey Form
- B. Mentor Teacher Candidate Completes and Submits
- C. Application Reviewed by Appropriate Administrators
- D. Mentor Applicants are confirmed/denied
- E. Mentor Teacher Paired with Novice Teacher
- F. Mentor, Novice, and Principal meet to sign mentoring contract

III. Mentoring Fees

- A. Mentor/Mentee Teams are Board of Education approved
- B. State Mandated mentoring fees will be deducted from Mentees pay bimonthly. (CE and CEAS Certificates)
- C. Upon Satisfactory completion of the year of mentoring, Mentor will receive payment.

Application to be a Mentor Teacher in the Gloucester City School District

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 the key to student performance.

Name: _____

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

2. How are you at 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 by becoming a mentor?

Signature: _____

Date: _____

Part B. For Office Use Only

Comments:

Please note: All mentors are expected to touch base with the novice teacher on a daily basis and to meet formally at least once a week to discuss progress and strategies. Mentors must also attend district training programs as outlined by the district plan.

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

School: _____ *Principal's Name:* _____

I have selected _____ who currently holds the position of

(name of mentor)

_____ to serve as mentor teacher to _____

(subject/grade level)

(name of novice teacher)

who has been appointed to the position of _____.

(subject/grade level)

Principal's Signature: _____

Date: _____

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 support indicated by this background.
- to attend all of the novice teacher's classes 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 of the mentor for answers to questions that may arise.
- to attend the monthly mentee meetings provided by the district
- to pay the state mandated mentoring fee.

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.
- to allow release time for the novice teacher to observe other teachers.

All the signers agree:

- To follow the New Jersey regulations for mentoring aligned with the NJ Professional Standards for Teachers as outlined in the district mentoring for quality induction program.

Mentor

Date

Novice Teacher

Date

Principal

Date

Self-Survey: Should I become a Mentor?

	<u>Statement</u>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I see myself as being people-oriented. I enjoy working with other professionals.					
2.	I am a good listener and respect my colleagues.					
3.	I am sensitive to the needs and feelings of others					
4.	I recognize when others need support or independence.					
5.	I want to contribute to the professional development of others and share what I have learned.					
6.	I am willing to find reward in service to someone who needs my assistance.					
7.	I am able to support and help without smothering, parenting, or taking charge.					
8.	I see myself as willing to adjust my schedule to meet the needs of others.					
9.	I usually am patient and tolerant when teaching someone.					
10.	I am confident, secure in my knowledge, and try to remain up-to-date.					
11.	I enjoy the subject(s) I teach.					
12.	I set high standards for my students and for myself.					
13.	I use a variety of teaching methods, and my students achieve well.					
14.	Others look to me for information about subject matter and methods of teaching.					
15.	Overall, I see myself as a competent professional.					
16.	I am able to offer assistance in areas that give others problems.					
17.	I am able to explain things at various levels of complexity and detail.					

18	Others are interested in my professional ideas.					
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Section 5: Roles and Responsibilities of Mentors

All of the following roles and responsibilities are essential to ensure a successful experience for both the mentor and the novice teacher. The first five roles and responsibilities are required by the state regulations for mentoring.

State Regulations

A mentor must:

- participate in sustained, ongoing mentor training;
- make a commitment of time to the mentor-novice relationship over the required one-year mentoring period;
- 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 Student Learning Standards;
- maintain confidentiality for all mentor-novice activities;
- contribute to ongoing program evaluation.
- participate in training related to the skills associated with conferencing and feedback.

Additional Recommendations for Mentoring Quality Induction

A mentor should:

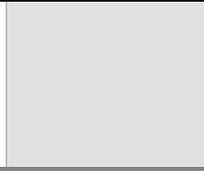
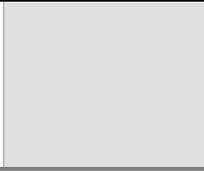
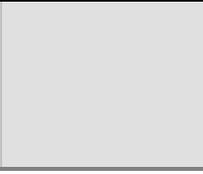
- assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel;
- meet, in person with their mentee, a minimum of two times per month.
- document mentoring activities and time;
- provide opportunities for the novice teacher to observe the mentor and other content experts;
- observe the novice teacher during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management
- be a model of professionalism;
- encourage the novice teacher to participate in collaborative professional learning activities, such as action research, team meetings, and reflective practice; and
- assist the novice teacher in understanding the importance of and receiving the benefits of the district's observation/evaluation procedures.

In addition to the mentor, other stakeholders will assist the novice teacher throughout the mentoring process. They are school leaders, other faculty members, the district board of education, the state board of education and professional educators associated with teaching universities. The table on the following page lists the responsibilities associated with each of these professionals.

Responsibilities of Stakeholders in a Mentoring Program

Mentors	Novice Teacher	School Leaders	Other Faculty	School Boards	State D.O.E.	Prof. & Ed. Res.
<p>Orient novice teachers to school, district, and community</p> <p>Link novice teachers to resources</p> <p>Provide systematic support to novice teachers</p> <p>Help novice teachers to analyze teaching practice</p> <p>Assist in professional development of novice teachers</p> <p>Attend all mentor training programs</p> <p>Model continuing professional development and assist novice teachers in designing their own professional development plan</p> <p>Help evaluate mentoring program</p> <p>Assist in the development of</p>	<p>Plan, teach, facilitate and evaluate progress of students in their own classrooms</p> <p>Participate in needs assessments</p> <p>Visit mentor and other classroom teachers</p> <p>Meet and conference with mentor on a regular basis</p> <p>Develop own professional development plan for the year</p> <p>Help evaluate mentoring program</p> <p>Assist in revision of program for next year</p>		<p>Serve on planning group</p> <p>Serve on mentor selection committee</p> <p>Encourage collegiality</p> <p>Assist novice teachers as requested by mentors</p> <p>Help evaluate mentoring program</p>	<p>Establish policy to make mentoring of novice teachers one of the district's priorities</p> <p>Ensure resources of program</p> <p>Establish planning group</p> <p>Support a mentor coordinator position for the district</p> <p>Evaluate long-term effectiveness for teacher selection process</p> <p>Review evaluation of mentoring program</p>	<p>Establish mentoring program guidelines</p> <p>Provide technical assistance to district</p> <p>Coordinate and establish communication networks</p> <p>Link district to resources for implementation, evaluation, and revision</p> <p>Evaluate Mentoring for Quality Induction Initiative</p> <p>Revise initiative</p>	<p>Focus on reflection in pre-service training</p> <p>Serve on multi-constituen cy planning group</p> <p>Contract with district to provide training, evaluate program, provide seminars or coordinate action research</p> <p>Provide content resources</p>

program
revisions for the
next year
program
revisions for the
next year



Section 6: List of Professional Learning Components for Mentors

The following schedule provides a list of the professional learning opportunities the district provides to train and support mentors. All opportunities are aligned with the New Jersey Professional Standards for Teachers, ESSA professional development requirements, and the New Jersey Professional Development Standards.

Month	Learning Opportunity	New Jersey Professional	ESSA Elements of High Quality Prof. Dev. for Teachers
August	Orientation to District Mentoring Plan * Roles, Responsibilities, Rules and Regulations * Review Required Curriculum	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
September	Professional & Home Connections * Forms & Communication * Conferencing Skills * Confidentiality	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
October	Using Data Analysis * Benchmark * Formative and Summative Assessments * Parent Conferences	Standards 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
November	Special Education Law * Differentiated instruction * In-Class Support / Individual Education Plans / 504 Plans * State rules / regulations / policies	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8

December	ELA Across the Curriculum * Text Rendering * Writing Tasks * Differentiated Instruction Daily 5 and CAFE	Standards 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6
January	Math Across the Curriculum * Problem Solving * Abstract Reasoning * Differentiated Instruction	Standards 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
February	Using Technology to Enhance Instruction * District online programs and available sites * Study Sync	Standards 2, 3, 5, 6, 8, 9, 10	Elements 1, 2, 3, 4, 5, 6, 7, 8
March	State Assessments and preparing students mentally and emotionally Preparing for end of the year benchmark assessments Preparing for your summative evaluations	Standards 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
April	I & RS/Tiered Instruction	Standards 2, 4, 5, 6, 7, 8	Elements 1, 2, 3, 4, 5, 6, 7, 8
May	* End of year responsibilities / procedures	Standards 2, 6, 9, 10	Elements 1, 2, 3, 5

*For teachers who require a second year of mentoring, training will be teacher specific and overseen by Instructional Supervisors.

Section 7: List of Professional Learning Components for Novice Teachers

The following schedule provides a list of the professional learning opportunities the district provides to train and support novice teachers. All opportunities are aligned with the New Jersey Professional Standards for Teachers, ESSA professional development requirements, and the New Jersey Professional Development Standards.

Month	Learning Opportunity	New Jersey Professional Standards for Teachers	ESSA Elements of High Quality Prof. Dev. for Teachers
August	<ul style="list-style-type: none"> * 1-day orientation to school district & community Orientation to District Mentoring Plan * Roles, Responsibilities, Rules and Regulations * Review Required Curriculum * 4-day inservice professional development and planning 	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
September	Professional & Home Connections <ul style="list-style-type: none"> * Forms & Communication * Conferencing Skills * Confidentiality * Behavior Management 	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
October	Using Data Analysis <ul style="list-style-type: none"> * Benchmark * Study Sync * Formative and Summative Assessments * Parent Conferences 	Standards 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
November	Special Education Law <ul style="list-style-type: none"> * Differentiated instruction * In-Class Support / Individual Education Plans / 504 Plans * State rules / regulations / policies 	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
December	ELA Across the Curriculum <ul style="list-style-type: none"> * Text Rendering * Writing Tasks * Differentiated Instruction Daily 5 and CAFE 	Standards 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6
January	Math Across the Curriculum <ul style="list-style-type: none"> * Problem Solving * Abstract Reasoning * Differentiated Instruction 	Standards 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8

February	Using Technology to Enhance Instruction * District online programs and available sites	Standards 2, 3, 5, 6, 8, 9, 10	Elements 1, 2, 3, 4, 5, 6, 7, 8
March	State Assessments and preparing students mentally and emotionally Preparing for end of the year benchmark assessments Preparing for your summative evaluations	Standards 6, 7, 8, 9, 10, 11	Elements 1, 2, 3, 4, 5, 6, 7, 8
April	I & RS/Tiered Instruction	Standards 2, 4, 5, 6, 7, 8	Elements 1, 2, 3, 4, 5, 6, 7, 8
May	* End of year responsibilities / procedures	Standards 2, 6, 9, 10	Elements 1, 2, 3, 5

*For teachers who require a second year of mentoring, training will be teacher specific and overseen by Instructional Supervisors.

Mentoring Process for Alternative Route Teachers

For those teachers who have completed Phase 1A of a regional training program prior to the start of their employment, 70 hours of professional learning opportunities will be provided:

- Monthly mentoring meetings designed to cover specific topics including, but not limited to, a review of the following: roles, responsibilities, rules and regulations regarding mentoring; the New Jersey Professional Standards for Teachers; peer observations and peer coaching; professional and home connections such as forms, communication, conferencing skills, confidentiality; differentiated instruction; standards, assessments, and rubrics; testing; and technology.
- Dependent upon grade level, teachers will review lesson planning, setting goals, meeting objectives, and program components with coaches, grade-level leaders, department heads, and/or administrators.
- Regularly scheduled interaction with mentor – one hour per week.
- Observation of veteran teachers (a minimum of one per marking period).
- Mentor to observe novice teacher and provide feedback (a minimum of three times per year).
- Meetings with support personnel to gain an overview of available services within the district. This includes: Child Study Team, Guidance, Nurse, Curriculum Director, various administrators, member of the Intervention and Referral Services Team, and other appropriate individuals dependent upon supports available in the building.
- Meeting with building disciplinarian to review district policy.
- Content area, curriculum, and curriculum mapping training as needed.
- Participation in district in-service activities relative to grade level and content area.
- Informal conferencing with mentor.
- Technology training including, but not limited to, the use of on-line curriculum site, student testing data information, district web page, creation of teacher page and available classroom technology.

For those teachers who have not completed Phase 1A of a regional training program the following experiences will be added to the above-mentioned professional learning opportunities:

- Summer introductory in-service activities (3 days)
- Content area program/curriculum training
- District and state assessment training
- Orientation with building principal

The above learning components, utilized during novice training by the Gloucester City School District, meet the guidelines for ESSA, the New Jersey Professional Standards for Teachers and are aligned with the New Jersey Student Learning Standards.

Additional optional training sessions are provided throughout the year after school by the district, as well as the option to attend out of district professional development if it aligns to the mentee's specific job responsibilities.

Section 8: Action Plan for Implementation

Based on data collected from monthly evaluation forms, the district mentor reports and evaluation of the mentoring program by novice and mentors, the following action plan for implementation has been developed and will be implemented. Ongoing evaluation will continue and the program will be adjusted if needed to better meet the needs of new teachers.

Section 9: Resource Options Used

District resources that will be used to support the implementation of the local mentoring plan include the following:

- Mentor / Novice Teacher reciprocal observations
- Internet resources
- Published resources
- Substitute coverage
- Training providers

Learning Opportunity	Resources Required
Orientation to District Mentoring Plan * Roles, Responsibilities, Rules and Regulations * Review Required Curriculum	OnCourse curriculum, mentoring plan and contract, related forms
HIB	District forms, handbooks, supporting articles, release time
Classroom Management * Student engagement * Establish routines	Student engagement activities and research, classroom rules and routines, release time, planning time
Professional & Home Connections * Forms & Communication * Conferencing Skills * Confidentiality	District forms, handbooks, supporting articles, release time
Data Analysis * Benchmark and State Assessments * Formative and Summative Assessments	Sample student data, LinkIt!, supported research materials, planning time, release time
Special Education Law * Differentiated instruction * In-Class Support / Individual Education Plans / 504 Plans * State rules / regulations / policies	Sample IEPs and 504 plans, differentiated instruction models, planning time, release time
ELA Across the Curriculum * Text Rendering * Writing Tasks	NJSLS, Evidence Tables, related materials, planning time, release time
Math Across the Curriculum * Problem Solving * Abstract Reasoning	NJSLS, Evidence Tables, related forms, planning time, release time
Using Technology to Enhance Instruction * District online programs and available sites	Teacher chromebook, Google Docs, related internet sites, planning time, release time
State Assessments and preparing students mentally and emotionally Preparing for end of the year benchmark assessments	State Assessment Training Information, EOY Data, planning time
* End of year responsibilities / procedures	Evaluation forms, Professional Development Plans, related materials

Section 10: Funding Resources

Gloucester City School District allocates sufficient personnel time and fiscal resources to enable the mentoring for quality induction programs to deliver planned services that maximize novice teacher success. In addition to ESSA funds, the district will provide additional funding as needed, to support the successful implementation of the mentor program.

Section 11: Program Evaluation Process

Ongoing Evaluation

Evaluation of the district mentoring plan is ongoing. After each formal professional development activity participants complete a workshop evaluation form. Regularly scheduled small group discussion meetings of teachers will support the new strategies, techniques and their implementation in the instructional setting. Instructional Coaches will provide additional support in the form of modeling, team teaching and peer observations. Administration will monitor the staff's progress through discussions, observations, and evaluations.

To further evaluate the mentoring program, an on-line survey for data collection and tabulation will be administered to ensure that every staff member has the opportunity to be an active participant in setting our district's goals for mentoring. Additional feedback will come directly from the novice and mentor teachers utilizing separate questionnaires that focus directly on the activities and learning programs used throughout the year.

Preparation for next year's plan for mentoring will reflect the continued focus and refinement of the current model. All staff maintain an on-line professional development portfolio; this serves as the foundation for reflection of past activities and a view to future professional development. Utilizing research-based methods and data provided by current mentoring components and student assessment, informed decisions will be made for future mentor professional development based upon challenges that arose during this year's plan.

NOVICE TEACHER QUESTIONNAIRE

We would like to gather some information from you that will help us improve our mentoring program. Responses of novice teachers and mentors will be shared with you in the form of aggregated data.

Directions:

Please read each question carefully. Respond by checking “yes” or “no” or by writing your answer in the space provided. Please return your completed questionnaire to the Curriculum and Instruction Office.

1. If you were going to mentor a novice teacher, what would you do to build a trusting, professional relationship with him or her?

2. Did you and your mentor find time to meet? • yes • no

If yes, how did you manage this? _____

3. In a typical week, how many times did you meet with your mentor? _____ times

4. Did you meet at (please check all that apply):

• a specified time • as needed • other (please specify)

5. How many times did you observe your mentor in a typical month? _____ times

6. How many times did you observe other faculty members in a typical month?

_____ times

7. How many times did your mentor observe you in a typical month? _____ times

8. Did you discuss these observations? • yes • no. If yes, how did you find the time?

9. Did you conduct an action research project in your classroom this year?

• yes • no

If yes, please describe.

NOVICE TEACHER QUESTIONNAIRE (cont.)

OPEN-ENDED QUESTIONS

1. The biggest challenge that I had this year was ...

2. During this first year, I wish I had known...

3. One problem that I could not handle was...

4. One benefit of having a mentor was...

5. The most important thing I learned from my mentor was...

6. If I was a mentor and had a novice teacher, I would be sure to...

7. If I were to design a mentor training program, I would emphasize...

Thank you for your assistance.

MENTOR QUESTIONNAIRE

We would like to gather some information from you that will help us improve our mentoring program. Your response, in the form of aggregated data, will be shared with you and your colleagues.

Directions:

Please read each question carefully. Respond by checking “yes” or “no” or by writing your answer in the space provided. Please return your completed questionnaire to the Curriculum and Instruction Office.

My Role as a Mentor and the Support Received from Others

1. How many years have you been a mentor? _____ years
2. What individuals, activities, or readings were most helpful in enabling you to understand your role as a mentor?
 - Individuals: _____
 - Activities: _____
 - Readings: _____
3. What other activities did/might assist you in gaining this understanding?

4. What kinds of administrative support were most valuable in helping you to fulfill your role?

5. Which types of administrative support were not as valuable?

6. How many times did you observe the novice teacher? _____ times
7. How many times did your novice teacher observe you in a typical month? _____ times
8. To your knowledge, how many times did your novice teacher observe other faculty members teaching in a typical month? _____ times.
8. What resources did you guide your novice teacher to use? _____

MENTOR QUESTIONNAIRE (continued)

9. Please describe any strategies you employ to find time to meet with your novice teacher.

11. Please describe any strategies you believe the district should employ to facilitate finding time with your novice teacher.

12. Please describe any strategies you use that are effective in building a collegial relationship with your novice teacher.

Open-Ended Questions

13. One real benefit of being a mentor was...

14. The biggest challenge that I had this year as a mentor was...

15. As a mentor, I wish I had known...

16. If I were to give advice to a new mentor, it would be...

17. The most important thing I learned from my novice teacher was...

18. One problem that my novice teacher had that I could not handle was...

19. If I were to design a mentor training program, I would emphasize...

Evaluation of Mentoring Program by Novice Teachers

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 novice teacher
- ____ 2. I communicated often with my mentor
- ____ 3. My mentor 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 program coordinator
- ____ 12. My mentor and I had ample time together
- ____ 13. I am glad I was part of this mentoring program

Part B. Please respond to the following items:

- 14. As a novice teacher, what needs (if any) did you have that were not addressed by the mentoring program?

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

Evaluation of Mentoring Program by Mentors

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

Possible Responses:

- F. Strongly Agree
- G. Agree
- H. Agree somewhat
- I. Disagree
- J. Strongly disagree

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

- 15. What types of additional support should the district provide to mentors?