



# Somerville Public Schools

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***MENTORING FOR  
QUALITY INDUCTION  
July 1, 2008 through June 30, 2011***

*Adopted by the Somerville Board of Education on May 20, 2008*

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



2

TWO

### RESOURCE 8: District Mentoring Plan Checklist

Required	Components of Mentoring Plan	Included
✓	Title Page	X
✓	Table of Contents	X
✓	<b>Section 1: District Profile</b> <ul style="list-style-type: none"> <li>District profile sheet</li> <li>LPDC signoff sheet</li> <li>Board of education approval form</li> </ul>	X
✓	<b>Section 2: Needs Assessment</b> <ul style="list-style-type: none"> <li>Current assessment of the mentoring for quality induction program (reflection of past process and projection for future progress)</li> <li>Current needs of district mentoring plan</li> </ul>	X
✓	<b>Section 3: Vision and Goals</b> <ul style="list-style-type: none"> <li>Mentoring program vision</li> <li>Mentoring program goals (measurable; aligned with New Jersey Professional Standards for Teachers and NCLB Professional Development)</li> </ul>	X
✓	<b>Section 4: Mentor Selection</b> <ul style="list-style-type: none"> <li>Guidelines for selection of mentors</li> <li>Application process and criteria for selection of mentors</li> </ul>	X
✓	<b>Section 5: Roles and Responsibilities for Mentors</b>	X
✓	<b>Section 6: Professional Learning Components for Mentors</b> (aligned with New Jersey Professional Standards for Teachers)	X
✓	<b>Section 7: Professional Learning Components for Novice Teachers</b> (aligned with New Jersey Professional Standards for Teachers)	X
✓	<b>Section 8: Action Plan for Implementation</b> (with timeline)	X
✓	<b>Section 9: Resource Options Used</b>	X
✓	<b>Section 10: Funding Resources</b> (state or district support)	X
✓	<b>Section 11: Program Evaluation</b> ( <i>i.e.</i> – evidence of teacher retention, impact on teacher effectiveness and student learning)	X

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

# TABLE OF CONTENTS

	Page Number
PREFACE	
a. Local mentoring plan checklist	
b. Table of contents	2
1. DISTRICT PROFILE	
a. District profile sheet	3
b. LPDC signoff sheet	4
c. Board of Education Approval and Comment Form	5
d. Board of Education Resolution and Certification	6
2. NEEDS ASSESSMENT	
a. Current assessment of mentoring program	7
b. Current needs of district mentoring plan	7
c. Self-assessment for district mentoring plan	10
3. VISION AND GOALS	
a. Mentoring program vision	11
b. Mentoring program goals	11
4. MENTOR SELECTION	
a. Guidelines for selection of mentors	12
b. Application process and criteria for selection of mentors	13
5. ROLES AND RESPONSIBILITIES	
a. The mentor teacher	16
b. The novice teacher	17
c. The mentor and novice teacher	18
d. The principal	18
e. The district	19
6. PROFESSIONAL LEARNING COMPONENTS FOR MENTORS	
a. List of professional learning opportunities	20
b. Explanation of how the plan aligns with NJ Professional Standards for Teachers	21
7. PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS	
a. List of professional learning opportunities	22
b. Explanation of how the plan aligns with NJ Professional Standards for Teachers	23
c. Professional Learning Components for Alternate Route Novice Teachers	24
8. ACTION PLAN FOR IMPLEMENTATION	25
9. RESOURCE OPTIONS USED	27
10. FUNDING RESOURCES	27
11. PROGRAM EVALUATION	28

# 1. a. District Profile Sheet

The district profile sheet reflects the mentoring data from the 2007-2008 school year.

Name of District: Somerville Public Schools

District Code: 4820 County Code: 35

District Address: 51 West Cliff Street, Somerville, New Jersey 08876

Chief School Administrator: Carolyn F. Leary, Ed.D.

Mentoring Program Contact: Carolyn Rosenberg, Ed.D.

Mentoring Program Contact Phone: (908) 218-4118

Mentoring Program Contact E-mail: crosenberg@somervillenjk12.org

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

Other (specify): PreK-12

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 2

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 9

Number of special education teachers with a standard license: 3

Number of Mentors: 14

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

K-5 5      6-8 4      9-12 5      Special education (all grades) 3

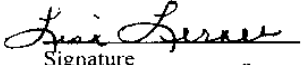
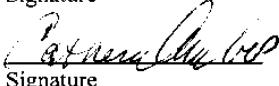
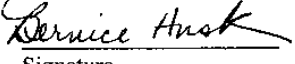

District Mentoring Plan:  
The District Plan Development and Approval Process

1. b. LPDC Signoff Sheet

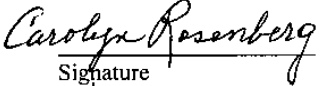

Name of District: Somerville Public Schools Code: 4820

County: Somerset Code: 35

Names of Professional Staff Members Elected to Committee:

<u>Lisa Lerner</u> Name (please print)	 Signature	<u>Teacher (SHS)</u> Position	<u>2008</u> Term	<u>Chair</u>
<u>Catherine Ambos</u> Name (please print)	 Signature	<u>Teacher (SMS)</u> Position	<u>2009</u> Term	
<u>Bernice Husk</u> Name (please print)	 Signature	<u>Teacher (SHS)</u> Position	<u>2009</u> Term	
<u>Dianna Kemper</u> Name (please print)	 Signature	<u>Teacher (VDV)</u> Position	<u>2009</u> Term	

Names of Administrators Appointed to Committee:

<u>Dr. Carolyn Rosenberg</u> Name (please print)	 Signature	<u>Director of Curriculum, Instruction, &amp; Technology</u> Position	<u>2008</u> Term	
<u>Katherine K. Neary</u> Name (please print)	 Signature	<u>Supervisor of the Humanities and Related Content Areas</u> Position	<u>2009</u> Term	

Contact Person: Dr. Carolyn Rosenberg

Phone: (908) 218-4118

Fax: (908) 218-4185

E-mail: crosenberg@somervillenk12.org

# 1. c. Board of Education Approval and Comment Form

**FOLDER 2: RESOURCES**

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



**RESOURCE 12: District Board of Education Approval and Comment Form**

Signed by Board president,  
Mr. Dennis Garot:

Date Plan received May 16, 2008  
 Date Plan reviewed May 16 - May 20, 2008  
 Date Plan returned for revision No revision  
 Date Plan accepted May 20, 2008

**2**

**TWO**

District Somerville Public Schools Code: 4820  
 County Somerset Code: 35

	Completed		Comments
	Yes	No	
Section 1: District Profile a. District profile sheet b. LPDC signoff sheet c. Board of Education approval form	✓		
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	✓		

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

NEW JERSEY MENTORING FOR QUALITY INDUCTION: A TOOLKIT FOR PROGRAM DEVELOPMENT

F2-R12

# 1. d. Board of Education Resolution and Certification

## SOMERVILLE BOARD OF EDUCATION - MINUTE EXTRACT CERTIFICATION

EXTRACT FROM THE MINUTES OF A MEETING OF THE BOARD OF EDUCATION OF THE BOROUGH OF SOMERVILLE, SOMERSET COUNTY, NJ AS RECORDED IN THE OFFICIAL MINUTE BOOK.

THE BOARD OF EDUCATION OF THE BOROUGH OF SOMERVILLE IN THE COUNTY OF SOMERSET, NEW JERSEY, CONVENED IN PUBLIC SESSION ON TUESDAY, May 20, 2008, AT 7:29 PM AT THE SOMERVILLE ADMINISTRATIVE OFFICES LOCATED AT 51 WEST CLIFF STREET, SOMERVILLE, NEW JERSEY.

THE FOLLOWING MEMBERS OF THE BOARD OF EDUCATION WERE PRESENT:  
Mr. Zoltan Ambrus, Mr. Norman Chin, Mr. Kenneth Cornell, Mr. Dennis Garot, Mr. Wayne F. Harmer, Mr. Al Kerestes, Mrs. Janet Lawton, Mr. Peter Lawton, Mrs. Dorice Weeks, Ms. Helene Venizelos

ABSENT: None

THE FOLLOWING ACTIONS: District Mentoring for Quality Induction Plan: July 1, 2008 through June 30, 2011

\* **RESOLVED** that the Board of Education adopt the district's Mentoring for Quality Induction Plan: July 1, 2008 through June 30, 2011.

Moved by: Mr. Garot, seconded by Mr. Chin

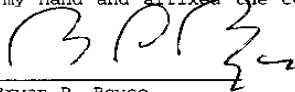
### Roll Call:

Chin	YES	Weeks	YES
Cornell	YES	Venizelos	YES
Harmer	YES	Lawton, P.	YES
Kerestes	YES	Garot	YES
Lawton, J.	YES	*Ambrus	YES

**UNANIMOUSLY CARRIED**

I, Bryan P. Boyce, Secretary of the Board of Education of the Borough of Somerville, in the County of Somerset, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Education of said district duly called and held on Tuesday, May 20, 2008, had been compared by me with the original minutes as officially recorded in the Minute Book of said Borough of Somerville, Board of Education and is a true, complete copy thereof and of the whole said original minutes as far as the same relate to the subject matter referred to in said extract in witness. I have hereunto set my hand and affixed the corporate seal of said Board of Education this 3rd day of May 2008.

Official Seal  
Somerville Board of Education  
Somerset County  
State of New Jersey

  
Bryan P. Boyce  
Board Secretary

## 2. a. Current Assessment of Mentoring Program

At the end of each school year, mentor and novice teachers complete the “Mentor Teacher Survey Form” and the “Novice Teacher Survey Form” respectively. The intent of these surveys is to assist the district’s Professional Development Committee and the district’s administrators to better meet the needs of teachers new to the profession. Sharing insights of those who have participated in the mentoring process helps others learn from past experiences and enables the district to make continuous program improvements. Additionally, the district’s Professional Development Committee completed the needs assessment survey included in the New Jersey Mentoring for Quality Induction booklet.

Recent surveys have resulted in the inclusion of a number of training initiatives, such as:

- Expansion of Professional Development Academy courses.
- Creation of district calendar to facilitate mentor and novice teacher observations.
- Provision of common planning time, when possible.
- Provision of opportunities for novice teachers to observe mentor teachers and other colleagues.
- Creation of school and district professional resource libraries.
- Provision of a new teacher orientation program during August.

The ongoing collection and analysis of ongoing qualitative and quantitative data and information about the district’s mentoring program enables the district to build on past experiences while making projections for program changes in future years.

## 2. b. Current Needs of District Mentoring Plan

Based on the analysis of survey data collected from the mentor and novice teachers and the needs assessment provided by the New Jersey Department of Education, both mentor and novice teachers have found the mentoring process to be professionally and personally rewarding. There were requests to provide greater opportunities for novice teachers to observe several of their colleagues during the school day. The district will provide opportunities for mutual observations of mentor and novice teachers. An additional suggestion from novice teachers will result in the inclusion of a workshop dedicated to parent and teacher communication. Incorporated in the workshop will be opportunities for role-playing parent and teacher conferences and the introduction of best practices in communication with parents.

The Professional Development Committee conducted a self-assessment of the current mentoring plan using the instrument provided by the New Jersey Mentoring for Quality Induction toolkit. To further support the efforts to nurture novice teachers, the committee will undertake activities to enhance community awareness of the mentor and novice teacher program.



# Somerville Public Schools

## PROFESSIONAL DEVELOPMENT COMMITTEE

### MENTOR TEACHER SURVEY FORM

*The intent of this survey is to assist those in charge of your district's mentoring program better meet the needs of new teachers. Sharing your insights will help others learn from your experiences in the mentoring program.*

1. What were your expectations of the Mentoring Teacher Program?

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2. Did you have adequate information to be a mentor? What additional training did you need?

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3. What component of the mentoring process has been most positive? What component needs improvement?

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4. Do you feel the mentoring program has overlooked any other important area(s)?

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5. Would you consider being a mentor again?

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6. Additional comments.

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Name \_\_\_\_\_

School \_\_\_\_\_

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



# Somerville Public Schools

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## PROFESSIONAL DEVELOPMENT COMMITTEE

### NOVICE TEACHER SURVEY FORM

*The intent of this survey is to assist those in charge of your district's mentoring program better meet the needs of new teachers. Sharing your insights will help others learn from your experiences in the mentoring program.*

1. What were your expectations of the Mentoring Teacher Program?

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2. Did the program meet your needs as a new teacher?

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3. What component of the mentoring process has been most helpful to you? What component needs improvement?

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4. Please share a specific concern that was overcome with the help of your mentor or other veteran staff members.

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5. Do you feel any other important area has been overlooked by the mentoring program?

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6. Additional comments.

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Name \_\_\_\_\_

School \_\_\_\_\_

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

## 2. c. Self-Assessment Tool for District Mentoring Plan

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

<b>District-wide Planning Process</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
<ul style="list-style-type: none"> <li>● Has our district engaged a broad-based group of teachers and school leaders, including representation for teacher associations, as members of the local Professional Development Committee (LPDC) to develop a mentoring plan aligned with state regulations?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Does the LPDC monitor implementation of the mentoring program and use feedback to adjust and make improvements?</li> </ul>	X		
<b>Criteria-based Selection and Matching of Mentors</b>			
<ul style="list-style-type: none"> <li>● Does our district mentoring plan include at least the criteria for mentor selection in state regulations?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Are mentors selected based on the criteria stated in the regulations?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Does our district have criteria for matching mentor and novice teachers?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Are the matches between mentor and novice teachers based on criteria stated in the mentoring plan?</li> </ul>	X		
<b>Mentor Services</b>			
<ul style="list-style-type: none"> <li>● Do mentors receive training in the skills of conferencing and feedback?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher?</li> </ul>	X		
<b>Novice Teacher Services</b>			
<ul style="list-style-type: none"> <li>● Do the novice teachers 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?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Are novice teachers brought together regularly during the year for networking opportunities?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?</li> </ul>	X		
<b>School Leader Services</b>			
<ul style="list-style-type: none"> <li>● Do school leaders model a range of ways to support novice teachers at their schools?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?</li> </ul>	X		
<b>District Board of Education and Community</b>			
<ul style="list-style-type: none"> <li>● 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 the New Jersey Professional Standards for Teachers?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Is the community invited to support district efforts to nurture novice teachers?</li> </ul>	X		
<b>On-going Program Evaluation</b>			
<ul style="list-style-type: none"> <li>● Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program?</li> </ul>	X		
<ul style="list-style-type: none"> <li>● Does the LPDC gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?</li> </ul>	X		

### 3. a. Mentoring Program Vision

The purpose of the novice teacher induction program is to provide professional and emotional support for the novice teacher through mentoring and other complementary programs. The result of our program will be growth of novice teachers, increased professional collegiality among all staff, and enhanced student learning.

### 3. b. Mentoring Program Goals

The goals of the mentor program are to:

1. Enhance teacher knowledge of strategies that facilitate the implementation of the *New Jersey Core Curriculum Content Standards* in order to improve student achievement as measured by a review of lesson plans, classroom observations, traditional and non-traditional student assessments, and attainment of Adequate Yearly Progress (AYP) benchmarks.
2. Identify and implement exemplary teaching skills and educational practices necessary to acquire and to maintain excellence in teaching as measured by teacher attendance at professional development opportunities that model best practices, inclusion of those practices in lesson plans, and observations of instructional methods.
3. Assist novice teachers in the performance of their duties and adjustment to the challenges of teaching through a formal mentoring quality induction program, which is evaluated through the collection of survey and other qualitative and quantitative data.
4. Familiarize novice teachers with district and building policies, procedures, and expectations as measured by attendance at district professional development programs and initial induction sessions for new teachers.
5. Increase teacher retention rate in the profession as measured by the teacher contract renewal.

## 4. a. Guidelines for Selection of Mentors

The guidelines for selecting mentors are based on the four qualities of effective mentors listed below:

<p><b>Attitude and Character</b></p> <ul style="list-style-type: none"> <li>● Is willing to be a role model for other teachers</li> <li>● Exhibits strong commitment to the teaching profession</li> <li>● Believes mentoring improves instructional practice</li> <li>● Is willing to advocate on behalf of colleagues</li> <li>● Is willing to receive training to improve mentoring skills</li> <li>● Demonstrates a commitment to lifelong learning</li> <li>● Is reflective and able to learn from mistakes</li> <li>● Is eager to share information and ideas with colleagues</li> <li>● Is resilient, flexible, persistent, and open-minded</li> <li>● Exhibits good humor and resourcefulness</li> <li>● Enjoys new challenges and solving problems</li> <li>● Enjoys his/her subject matter</li> <li>● Sets high standards for self and students</li> </ul>	<p><b>Professional Competence and Experience</b></p> <ul style="list-style-type: none"> <li>● Is regarded by colleagues as an outstanding teacher</li> <li>● Has excellent knowledge of pedagogy and subject matter</li> <li>● Has confidence in his/her own instructional skills</li> <li>● Demonstrates excellent classroom management skills</li> <li>● Feels comfortable being observed by other teachers</li> <li>● Maintains a network of professional contacts</li> <li>● Understands the policies and procedures of the school, district, and teachers association</li> <li>● Is a meticulous observer of classroom practice</li> <li>● Collaborates well with other teachers and administrators</li> <li>● Is willing to learn new teaching strategies from novice teachers</li> <li>● Employs a variety of teaching methods</li> </ul>
<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>● Articulates effective instructional strategies</li> <li>● Listens attentively</li> <li>● Asks questions that prompt reflection and understanding</li> <li>● Offers critiques in positive and productive ways</li> <li>● Uses e-mail appropriately and effectively</li> <li>● Uses time efficiently</li> <li>● Conveys enthusiasm and passion for teaching</li> <li>● Maintains confidentiality and is discreet</li> <li>● Is adept at conveying information in a precise manner</li> </ul>	<p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● Is able to maintain a trusting professional relationship</li> <li>● Knows how to express care for a novice teacher's emotional and professional needs</li> <li>● Is attentive to sensitive political issues</li> <li>● Works well with individuals from different cultures</li> <li>● Is approachable; easily establishes rapport with others</li> <li>● Is patient</li> <li>● Respects colleagues</li> <li>● Serves as a resource for others</li> <li>● Offers assistance willingly</li> </ul>

#### 4. b. Application Process and Criteria for Selection of Mentors

In the spring of each school year, all certificated staff members receive a mentor teacher application form and a self-survey titled, *Should I Become a Mentor?* Teachers who wish to serve as mentors return the completed application form to the director of curriculum, instruction, and technology, who provides the building principals with the completed mentor teacher application forms for their respective schools. The building principal matches mentors to novice teachers. Established mentor and novice teacher pairs embark on a year-long series of training sessions.

The *Mentor Application and Assignment* form and the *Self-Survey: Should I Become a Mentor?* are located on pages 13 and 14 and of this document.



# Somerville Public Schools

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## PROFESSIONAL DEVELOPMENT COMMITTEE

### MENTOR APPLICATION AND ASSIGNMENT

#### PART A – MENTOR TEACHER APPLICATION FORM

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

Directions: Complete only Part A and return the entire form to the director of curriculum, instruction, and technology. If additional space is required to answer the questions, please use the reverse side of this form.

Name \_\_\_\_\_

School \_\_\_\_\_

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

1. Why do you want to be a mentor? What abilities and experiences do you bring to the process of mentoring novice teachers?
  
2. How are you keeping current in curriculum areas?

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

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#### PART B – PRINCIPAL'S MENTOR-NOVICE ASSIGNMENT

I have assigned \_\_\_\_\_ to  
Mentor Teacher

\_\_\_\_\_, grade level/position \_\_\_\_\_,  
Novice Teacher

a first/second year teacher for the 2005-2006 school year.

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

**PRINCIPAL: Please return this form to Dr. Carolyn Rosenberg**



# Somerville Public Schools

## PROFESSIONAL DEVELOPMENT COMMITTEE

### SELF-SURVEY: SHOULD I BECOME A MENTOR?

This checklist is designed to assist teachers who are thinking about becoming mentors. Please place an (X) in the column that represents the degree to which the statement characterizes the way you see yourself.

Question	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
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 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 and 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 myself.					
13. I use a variety of teaching methods and my students do 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 opinion.					

## 5. a. Roles and Responsibilities: The Mentor Teacher

The mentor teacher:

- Completes a self-assessment and mentor application form in June of the prior year.
- Contacts or meets informally with the novice teacher upon receiving the assignment.
- Attends formal meetings and training sessions offered by the district (September, January, May).
- Is available for informal consultation.
- Collaborates with the novice teacher to identify the type and amount of support needed.
- Orients the novice teacher to the district and school policies, procedures, and expectations.
- Visits the novice teacher's classroom and provides feedback, coaching, and support.
- Models effective teaching techniques.
- Maintains confidentiality.
- Keeps building principal informed of activities.

## 5. b. Roles and Responsibilities: The Novice Teacher

The novice teacher:

- Attends formal meetings offered by the district (September, January, May).
- Attends all applicable training sessions as required by the New Jersey Provisional Teacher Program.
- Is available for informal consultation.
- Observes the mentor's teaching, as well as the teaching of other experienced professionals.
- Works on following the suggestions made by members of the mentoring team (mentor teacher, curriculum supervisor, building principal).
- Seeks out the mentor and other members of the mentoring team for answers to questions that may arise.
- Attends at least one of the district's Professional Development Academy courses quarterly.
- Maintains and submits to the district a teacher portfolio designed for novice teachers.
- Uses print and electronic materials available in the district's professional development library.

## 5. c. Roles and Responsibilities: The Mentor and Novice Teacher

The mentor and novice teacher:

- Develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
- Keep all shared information and discussions confidential.
- Meet at least once weekly for thirty minutes formally.
- Schedule formal and informal meetings.
- Attend team meetings/grade level meetings/department meetings, as appropriate.
- Monitor the progress of their relationship.
- Evaluate strengths and weaknesses of the program.

## 5. d. Roles and Responsibilities: The Principal

The principal:

- Observes and evaluates the novice teacher.
- Provides support to both the mentor and novice teacher.
- Does not solicit evaluative comments from the mentor regarding the novice teacher.

## 5. e. Roles and Responsibilities: The District

The district:

- Enrolls the novice teacher in the New Jersey Provisional Teacher Program and related coursework.
- Coordinates the submission of all documents leading to the application for and receipt of the novice teacher's standard certification.
- Establishes the mentor team for each novice teacher.
- Conducts a series of formal meetings and training sessions for mentor and novice teacher pairs.
- Provides a detailed training manual that outlines the philosophy, purpose, requirements, and expectations of the mentoring process.
- Provides each mentor with professional resource materials that support best practices for mentor and novice teacher pairs.
- Establishes, maintains, and expands a lending library containing print and electronic educational support materials and literature.
- Provides opportunities for attendance at workshops and seminars provided by state universities, two- and four-year colleges, and professional organizations.
- Facilitates ongoing staff development through the district's Professional Development Academy and designated district staff development days.
- Arranges a calendar that facilitates mutual classroom observations.
- Shares information with parents/guardians and the community through the district website.
- Invites parents/guardians of students across grade levels to provide insights regarding the local community.
- Includes presentations about the Mentoring for Quality Induction Plan and programs at public meetings of the Somerville Board of Education.

## 6. a. Professional Learning Components for Mentors: List of Professional Learning Opportunities

The district aligns professional development opportunities for mentor teachers with the New Jersey Professional Development Standards for Teachers as referenced in N.J.A.C. 6A:9-3.3.

The mentor teacher:

- Completes a self-assessment to determine potential effectiveness as a mentor.
- Attends formal meetings and training sessions with all district mentor and novice teacher pairs.
- Engages in collaborative planning with colleagues.
- Researches and implements effective instructional strategies.
- Attends the district's Professional Development Academy courses.
- Attends district-wide staff development programs, and grade-level and cross-grade meetings.
- Attends out-of-district professional development opportunities.
- Engages in self-reflection.
- Uses print and electronic materials available in the district's professional development library.

## 6. b. Professional Learning Components for Mentors: Explanation of How the Plan Aligns with *NJ Professional Standards for Teachers*

The district's professional learning components for mentor teachers support the following *New Jersey Professional Standards* for teachers. The mentor teacher demonstrates knowledge of and continual growth in the following areas:

- 1. Subject matter knowledge:**  
Central concepts, inquiry tools, and fundamental principles that support the New Jersey Core Curriculum Content Standards and their implementation through developmentally-appropriate learning experiences for all students.
- 2. Human growth and development:**  
Knowledge of how children and adolescents develop and learn in a variety of school, family, and community contexts, and provide educational opportunities that support intellectual, social, emotional, and physical development.
- 3. Diverse learners:**  
Equity and equality through practices that reflect an understanding of the diversity of learners and a multicultural society.
- 4. Instructional planning and strategies:**  
Planning based on subject-matter competence, student, needs and curriculum goals, and the use of pedagogically-appropriate instructional strategies that promote critical thinking, problem solving, and student performance for all learners.
- 5. Assessment:**  
A wide variety of assessment strategies and evaluation techniques that promote continuous learning for all students.
- 6. Learning environment:**  
Creation of a supportive, safe, and respectful learning environment that encourages positive social interaction and active student engagement.
- 7. Special needs:**  
Modification of instruction to accommodate the special learning needs of all students.
- 8. Communication:**  
Demonstration of effective communication techniques and technological tools to promote inquiry and collaboration.
- 9. Collaboration and partnership:**  
Collaboration and partnerships with parents, guardians, and community agencies to support students' learning and well-being.
- 10. Professional development:**  
Participation in a wide range of sustained opportunities and reflective practices that support professional growth and collegial relationships.

## 7. a. Professional Learning Components for Novice Teachers: List of Professional Learning Opportunities

The district's professional development opportunities for novice teachers are consistently aligned with the following *New Jersey Professional Standards for Teachers* as referenced in N.J.A.C. 6A:9-3.3. The novice teacher:

- Attends a multi-day new teacher seminar in August.
- Attends formal meetings and training sessions with all district mentor and novice teacher pairs.
- Observes the mentor's teaching, as well as the teaching of other professionals.
- Meets regularly throughout the school year with all members of the mentoring team (mentor, principal, supervisor).
- Implements instructional strategies as recommended by members of the mentoring team.
- Attends the district's Professional Development Academy courses.
- Attends district-wide staff development programs, and grade-level and cross-grade meetings.
- Attends out-of-district professional development opportunities.
- Uses print and electronic materials available in the district's professional development library.
- Engages in self-reflection by maintaining a professional teacher portfolio designed for novice teachers.
- Attends all applicable training sessions as required by the New Jersey Provisional Teacher Program.

## 7. b. Professional Learning Components for Novice Teachers: Explanation of How the Plan Aligns with NJ Professional Standards for Teachers

The district's professional learning components for novice teachers consistently support the following standards:

- Subject matter knowledge.
- Human Growth and development.
- Diverse learners.
- Instructional planning and strategies.
- Assessments.
- Learning environment.
- Special needs.
- Communication.
- Collaboration and partnership.
- Professional development.

## 7. c. Professional Learning Components for Alternate Route Novice Teachers

The Somerville Public School district provides a minimum of 90 hours of initial mentoring experiences for alternate route teachers, as required by the New Jersey Department of Education. The purpose of this additional support is to provide sustained experiences in the areas of:

1. *New Jersey Core Curriculum Content Standards.*
2. Classroom management and discipline.
3. State and district assessment of student progress and achievement.
4. Lesson planning, unit design, and the elements of effective teaching.
5. Authentic assessment techniques, including the infusion of open-ended responses and the use of scoring rubrics.
6. District policies and procedures.
7. Integration of technology.
8. *New Jersey Professional Standards for Teachers.*

The district's professional development opportunities for alternate route novice teachers and their mentors support the *New Jersey Professional Standards for Teachers* as referenced in N.J.A.C. 6A:9-3.3. The initial supporting program spans the period from August 1 through November 30 of the initial mentoring year.

### Initial Mentoring Experiences: Alternate Route Novice Teachers and their Mentors (90 hour minimum requirement)

<i>Supporting Experiences</i>	<i>Area(s) (listed above)</i>	<i>Minimum Hours Accrued</i>
New Teacher Orientation Program (August)	1, 2, 3, 4, 6, 8	12
Opening day staff development programs	1, 2, 3, 4, 5, 6, 7, 8	12
Required district mentor/novice teacher training sessions	2, 4, 6, 8	3
Formal and informal mentor/novice teacher meetings	1, 2, 3, 4, 5, 6, 7, 8	25
Collegial relationships with non-mentor colleagues	1, 2, 3, 4, 5, 6, 7	25
School-based roundtable discussion series	1, 2, 3, 4, 5, 6, 7, 8	12
Mentor/novice teacher observation exchange	1, 2, 3, 4, 5, 7	6
Curriculum content area meetings	1, 3, 4, 5, 7	8
Faculty meetings	1, 2, 3, 4, 5, 6, 7, 8	6
Grade-level team meetings	1, 2, 3, 4, 5, 6, 7, 8	12
IEP review meetings with Child Study Team case managers and/or special educators, if applicable	1, 2, 3, 4, 5, 6, 7	1
Professional Development Academy course attendance	1, 2, 3, 4, 5, 7	6
Observations of other highly-effective veteran teachers prior to the start of employment, if applicable	1, 2, 4, 5, 7	18
Sample teaching prior to employment, if applicable	1, 2, 4, 5, 7	3
Assignment of multiple mentors, if applicable	1, 2, 3, 4, 5, 6, 7, 8	15
*Range of Total Minimum Hours		127-164

\* The range reflects the inclusion of applicable supporting experiences.

## 8. Action Plan for Implementation

<b>Professional Learning Activities</b>	<b>Resource Options</b>	<b>Assessments</b>	<b>Persons Responsible</b>	<b>Timeline</b>
Mentor teacher self-assessment	Self-Survey: Should I Become a Mentor?	Self-evaluation, assignment	Experienced professional staff members Principals Director of curriculum	May-August
New Teacher Orientation Program	District multi-day professional development program	Program evaluation by attendees, presenters, facilitators, and administrators	Superintendent of schools Director of curriculum Curriculum supervisors Principals Presenters/facilitators Experienced staff members	August
Formal meetings and training sessions with all district mentor and novice teacher pairs	Mentoring Manual, resource materials relating to mentoring process and instructional strategies	Meeting agendas, minutes, attendance, mentor and novice teacher activity log	Professional Development Committee Director of curriculum Mentor and novice teachers	September, January, May
Professional lending library	Videotape, CDs, print resources from professional organizations	Inventory, use of materials log, observed classroom implementation	Professional Development Committee Director of curriculum Curriculum supervisors	Ongoing
Professional Development Academy	Academy brochure reproduction and distribution	Participation log, staff and presenter evaluations, needs assessment survey, observed classroom implementation	Professional Development Committee Director of curriculum Curriculum supervisors	Ongoing
District-wide professional development programs	Local and grant funds, materials, speakers, presenters, facilitators, consultants	Staff and presenter evaluations	Superintendent of schools Director of curriculum Curriculum supervisors Principals	October, February
Grade-level, cross-grade, cross-school, cross-district meetings	Meeting schedule, agendas, minutes, attendance, resource materials	Participation, program revisions, instructional practice, administrators' evaluation	Director of curriculum (Somerville and Branchburg) Curriculum supervisors Principals	Ongoing

<b>Professional Learning Activities</b>	<b>Resource Options</b>	<b>Assessments</b>	<b>Persons Responsible</b>	<b>Timeline</b>
Out-of-district professional development opportunities	State and national professional organizations, two- and four-year colleges, Somerset County Educational Technology Training Center, community and business partnerships	Workshop report form, reported impact on mentor and novice teacher pairs, observed instructional practice	Superintendent of schools Director of curriculum Curriculum supervisors Principals	Ongoing
Self-reflection for mentor teachers	Teacher portfolio process and guidelines for tenured staff, New Jersey Department of Education waiver permitting teacher portfolios, teacher portfolio proposal and report forms	Interim and final report forms containing teacher, partner, and evaluator comments, completed portfolio project	Director of curriculum Primary evaluator Tenured mentor teacher	September-April
Self-reflection for novice teachers	Teacher portfolio process and guidelines for novice teachers	Review of teacher portfolio by primary evaluator, curriculum supervisors, director of curriculum	Director of curriculum Novice teacher	September-May

## 9. Resource Options Used

The Somerville Public School district uses a variety of resources including people, money, time, and facilities to support the Mentoring for Quality Induction program. Below is a non-inclusive list of resources.

### Human Resources:

- Members of the Professional Development Committee.
- Mentor and novice teachers.
- Administrators and supervisors.
- Teacher facilitators of Professional Development Academy courses.
- Educational consultants.
- Members of the community.

### Facilities/Equipment/Materials Resources:

- Conference and meeting rooms.
- Computers with large screen electronic displays.
- Computer workstations.
- Professional Development Academy workshop materials.
- Professional lending libraries containing text and videotape materials on instructional strategies, curriculum content, assessment practices, and technology infusion, as well as specific literature on the mentoring process.
- New Jersey Mentoring for Quality Induction Toolkit (New Jersey Department of Education, National Staff Development Council).

## 10. Funding Resources

### Funding Resources:

- Local funds.
- Teacher Quality Enhancement Grant (New Jersey Department of Education), if applicable.
- Education Reimbursement Funds for Novice Teacher Stipends (New Jersey Department of Education).

### Partnerships and Other Resources:

- Raritan Valley Community College.
- State universities and colleges.
- Somerset County Educational Technology Training Center.

## 11. Program Evaluation

<b>Intended Results/Goal</b>					
<b>Inputs</b>	<b>Outputs</b>		<b>Outcomes</b>		
<b>Resources</b>	<b>Activities</b>	<b>Participants</b>	<b>Initial Outcomes (knowledge, skills)</b>	<b>Intermediate Outcomes (attitudes, behaviors)</b>	<b>Intended Results (impact goal)</b>
Human Resources, Professional Development Academy and other district and out-of-district training opportunities, materials, facilities, funding	Professional training opportunities	Professional Development Committee Mentor and novice teachers Facilitators Administrators	Display of knowledge, professional growth, acquired skills	Plan, develop, and implement effective lessons and instructional units	Program goals #1, #2 (page 9)
Human Resources, materials, facilities	Seminar series for mentor and novice teacher pairs	Director of curriculum Mentor and novice teachers	Familiarization with the requirements of the New Jersey Provisional Teacher Program and the district's mentoring program	Successful completion of the first year of teaching	Program goal #3 (page 9)
Human Resources, Professional Development Academy and other district and out-of-district training opportunities, survey forms, data collection, data analysis	Professional development series for mentor and novice teachers, registration for Academy courses, workshop attendance and reports, completion and analysis of mentor and novice teacher surveys	Professional Development Committee Director of curriculum Mentor and novice teachers Facilitators Educational consultants	Attendance at Academy, district and out-of-district programs  Publication of outcomes/summative information on the impact of the Mentoring for Quality Induction Plan	Successful completion of the first year of teaching, continuation in the teaching profession	Program goals #4, #5 (page 9)