

**RANDOLPH TOWNSHIP PUBLIC SCHOOLS**

**MORRIS COUNTY TEACHER**

**MENTOR PLAN**

*Educating Students – Creating the Future*

**September 2012**

Developed by: The Local Professional Development Committee

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# **Section 1**

## **District Profile**

Section 1: District Profile

**District Profile Sheet**

The district profile sheet reflects the mentoring data from the 2007-08 school year.

Name of District:                         Randolph Township                        

District Code:     4330                         County Code:                         27                        

District Address:           25 School House Road    
  Randolph, NJ 07869  

Chief School Administrator:     Dr. David Browne  

Mentoring Program Contact:   Ms. Jennifer Fano  

Mentoring Program Contact Phone Number:     (973) 361 – 0808  

Mentoring Program Contact E-mail:     [jfano@rtnj.org](mailto:jfano@rtnj.org)  

Type of District:   K-12  

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility:                         

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

Number of novice special education teachers with a standard license:     

Number of Mentors:                         

Identify the number of novice teachers in the following areas:

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

**Local Professional Development Signoff Sheet**

Name of District:   Randolph Township  

County:   Morris  

Professional Staff Members Elected to Committee:

<u>  Marie Waldron  </u>	<u>  </u>	<u>  Teacher – Grade 1  </u>	<u>  6/2014  </u>
Name	Signature	Position	Term
<u>  Ellen Mutz  </u>	<u>  </u>	<u>  Teacher – MS  </u>	<u>  6/2013  </u>
Name	Signature	Position	Term
<u>  Stephen Cullis  </u>	<u>  </u>	<u>  Media Specialist HS  </u>	<u>  6/2014  </u>
Name	Signature	Position	Term

Administrators Appointed to Committee:

<u>  Jennifer Cusmano-King  </u>	<u>  </u>	<u>  Supervisor  </u>	<u>  6/2013  </u>
Name	Signature	Position	Term
<u>  Michael Portas  </u>	<u>  </u>	<u>  Supervisor  </u>	<u>  6/2014  </u>
Name	Signature	Position	Term

Contact Person:                         Ms. Jennifer Fano                        

Phone:                 (973) 361 – 0808                        

Fax:                         (973) 361 - 2405                        

E-mail:                 [jfano@rtnj.org](mailto:jfano@rtnj.org)

**District Board of Education Approval and Comment Form**

DATE PLAN RECEIVED \_\_\_\_\_

DATE PLAN REVIEWED \_\_\_\_\_

DATE PLAN RETURNED FOR REVISION \_\_\_\_\_

DATE PLAN ACCEPTED \_\_\_\_\_

District: RANDOLPH TOWNSHIP \_\_\_\_\_

County: Morris \_\_\_\_\_

CODE 4330 \_\_\_\_\_

CODE: 27 \_\_\_\_\_

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

*Source: Folder 2-Resource 12 in the NJ Mentoring Toolkit*

# **Section 2**

# **Needs Assessment**



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

## Self-Assessment Tool for District Mentoring Plan

Place an “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>
Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the Local Professional Development Committee (LPDC) to develop a mentoring plan aligned with state regulations?	<b>X</b>		
Does the LPDC monitor implementation of the mentoring program and use feedback to adjust and make improvements?	<b>X</b>		

<b>Criteria-based Selection and Matching of Mentors</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
Does our district mentoring plan include at least the criteria for mentor selection in state regulations?	<b>X</b>		
Are mentors selected based on the criteria stated in the regulations?	<b>X</b>		
Does our district have criteria for matching mentors and novice teachers?	<b>X</b>		
Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?	<b>X</b>		

<b>Mentor Services</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
Do mentors receive training in the skills of conferencing and feedback?	<b>X</b>		
Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?	<b>X</b>		
Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher?	<b>X</b>		

*Source: Folder 2 - Resource 13 in the NJ Mentoring T*

<b>Novice Teacher Services</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers?	<b>X</b>		
Are novice teachers brought together regularly during the year for networking opportunities?	<b>X</b>		
Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?	<b>X</b>		

<b>School Leader Services</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
Do school leaders model a range of ways to support novice teachers at their schools?	<b>X</b>		
Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?	<b>X</b>		
Do school leaders use supervision and evaluation as a growth oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?	<b>X</b>		

<b>District Board of Education and Community</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
Do all district staff and parents know that there is a rigorous mentoring plan for quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?	<b>X</b>		
Is the community invited to support district efforts to nurture novice teachers?	<b>X</b>		

<b>On-going Program Evaluation</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program?	<b>X</b>		
Does the LPDC gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?	<b>X</b>		

*Source: Folder 2 - Resource 13 in the NJ Mentoring Toolkit*

Using the questionnaires provided in the New Jersey Mentoring for Quality Induction Toolkit, feedback was solicited annually from the novice teachers employed in the district and their mentors. The Randolph Township School District has supported both the novice teachers and their mentors through a series of ongoing activities. Novice teachers participate in monthly New Teacher Academy meetings from September through May. Mentor teachers attend the first and last session of New Teacher Academy.

The following questionnaires were distributed to all novice teachers and their mentors.

### **Novice Teacher Questionnaire**

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 that I was a part of this mentoring program.
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?

### **Mentor Teacher Questionnaire**

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 a 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 a part of this mentoring program.
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 school district provide to mentors?

*Source: Folder 3 - Resource 16 and 17 in the NJ Mentoring Toolkit*

## Needs Assessment

The Randolph Township School District implemented a formal mentoring program in 2001. This program has since been revised and expanded. Based on our most recent self-assessment, the following objectives have been developed for the current academic year.

- Invite PTO representatives to New Teacher Academy meetings to speak about community needs, available grants and to communicate opportunities available to novice teachers.
- Post the Randolph Township School District's Mentoring Plan on the district website.
- Use novice teacher/mentor questionnaire results to monitor and adjust the mentoring plan.

According to feedback from mentor survey (see Appendix D for survey), the following areas will be addressed:

- Better communication of the district's expectations of the mentors
- Increased supervisory support
- Increased mentor training to assist in their mentoring role, including the areas of conferencing and feedback, curriculum, instruction and assessment.

Incorporation of an online learning management system to gather data (as described under Specific Responsibilities of the novice teacher):

- Portfolio
- Lesson plans
- Reflections
- Meeting logs
- Observation notes
- Student work
- Teacher-created materials
- Parent communications
- Information regarding extra curricular activities
- Evidence of attendance at professional development activities
- Any additional materials deemed appropriate by mentor, novice teacher, or supervisor

# **Section 3**

# **Vision and Goals**

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 rapid skill development of novice teachers, increased professional collegiality among all staff, and enhanced student learning.

### **Mentor Program Goals and Objectives**

1. Identify and attract qualified, knowledgeable teachers to take part in the Mentoring Program.
2. Train mentors and novice teachers to enhance personal and professional skills needed to work with all stakeholders in the community.
3. Encourage novice teachers to use a variety of methods to reach out to the parents and the community.
4. Communicate the expectations of a professional relationship between the mentors and novice teachers.
5. Provide professional development opportunities for the novice teacher, especially in day-to-day activities, core curriculum content standards, and exemplary teaching skills.
6. Enhance teacher knowledge of and strategies related to the New Jersey Core Curriculum Content Standards and Common Core Standards in order to facilitate student achievement.
7. Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching diverse learners.
8. Assist novice teachers in creating a safe learning environment, support the performance of their duties and create opportunities to adjust to the challenges of teaching.
9. Reinforce the utilization of appropriate classroom techniques by novice teachers to enable the students to meet or exceed their potential in the physical, emotional, social and academic domains.
10. Support for the ninety hour state requirement of Professional Development for Alternate Route teachers during the first twenty days of intensive mentoring include but are not limited to the following:
  - summer school observation and orientation experiences
  - mid-year hires are able to observe the outgoing teacher prior to the start of employment
  - release time is provided for their mentors so that observations of the novice teacher can occur
  - release time is provided for the alternate route teacher so that observations of other colleagues can occur
  - attendance of workshops, conferences and training seminars through the NJEA and the Middlesex Regional Educational Services Commission Professional Development Academy.
  - attendance of workshops, conferences and training seminars through consortium membership with Montclair State University Network for Educational Renewal. This membership will offer training sessions for mentors and novice teachers throughout the school year.
  - attendance of the New Teacher Academy (see Appendix A for sample offerings)

# **Section 4**

## **Mentor Selection**

## **Guidelines for Selection of Mentors**

Mentors will be matched with novice teachers by the building principal or content area supervisor according to the selection criteria outlined below. Recommendations will be presented to the Director of Personnel, who will seek approval from the Randolph Board of Education. Mentors must be available to participate in mentor training.

### **Mentor Selection Criteria**

1. The teacher is certified with at least three years of experience and is actively teaching in the district.
2. The teacher exhibits strong commitment to the teaching profession and is willing to serve as a role model for other teachers.
3. The teacher is committed to the goals of the teacher mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
4. The teacher has demonstrated exemplary command of content area knowledge and pedagogy.
5. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible; and where not possible, in a closely aligned subject area.
6. The teacher is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves.
7. The teacher is a life long learner and values new information and new ideas.
8. The teacher maintains a network of professional contacts.
9. The teacher understands the policies and procedures of the school, district and teachers' association.
10. The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
11. The teacher agrees to complete a comprehensive mentor training program.
12. Other criteria to be considered in the selection of mentors include:
  - Relationship building
  - Interpersonal and communication skills
  - Observation and coaching
  - Classroom management practices
  - Knowledge of adult learning theory



### **Application Process for Mentors**

1. The building principal identifies the need for a mentor teacher and notifies the staff.
2. Mentor applications shall be made available in each school building.
3. Teachers interested in applying must complete an application and return it to the Assistant Superintendent.
4. The building principal or subject area supervisor must submit a mentoring recommendation form to the Assistant Superintendent.
5. The mentor is chosen based on the mentor selection criteria as outlined in the mentoring plan.
6. The mentor, novice teacher, and principal sign and submit a mentoring contract.

# Mentor Application

*Mentor teachers receive one (1) hour of professional development per week in addition to the mentoring stipend.*

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.

Answer the following questions and forward the completed form to the Director of Personnel. Use the reverse side of this form to answer the questions, if necessary. Please attach a letter of recommendation from your supervisor.

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

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

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

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

2. Please indicate areas of certification.

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

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

# Mentoring Recommendation Form

(To be completed by your supervisor)

To the Director of Personnel:

I believe that:

Applicant: \_\_\_\_\_

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

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

possesses the requisite skills, knowledge and attitude to effectively serve as a mentor teacher.

Signed:

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

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

Additional Comments: \_\_\_\_\_

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

## Mentoring Contract

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

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

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

### *The mentor hereby agrees:*

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

### *The novice teacher hereby agrees:*

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

### *The principal hereby agrees:*

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

### *All the signers agree:*

- To follow all NJ 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:

# **Section 5**

## **Roles and Responsibilities**

In accordance with 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, NCLB Act's definition of Professional Development from the Elementary and Secondary Education Act, Eight Key Elements of High Quality Professional Development and the New Jersey Core Curriculum Content Standards (See Appendix B);
- Maintain confidentiality for all mentor-novice activities; and
- Contribute to ongoing program evaluation.

### **Overview of Responsibilities**

#### **Local Professional Development Committee**

- Annually review and revise the local mentor plan
- Submit the local plan to the district Board of Education for approval
- Submit the plan to the County Office as per state directives
- Conduct formative assessment of novice teachers and mentors, and/or mentoring program during the first half of the school year

#### **Central Office Responsibilities**

- Assistant Superintendent or his/her designee is responsible for maintaining the pool of mentor teachers
- Provide a rigorous mentoring program for novice teachers who hold instructional certificates
- Ensure that the plan includes regular and systematic face-to-face contact between the mentor teacher and novice teacher
- Foster the development of the local mentor plan by the LPDC
- Review the local plan to be sure that it is consistent with the state regulations
- Provide mentor teachers with appropriate training prior to assuming their responsibilities as mentors
- Report annually on the implementation of the local mentor plan
- Collect data on the effectiveness of the mentor program and submit an annual report to the Department of Education
- Budget appropriately any state funds provided for the mentoring program
- Investigate the possible collaborative arrangements with colleges and universities
- Review the levels of compensation, release time, and other terms and conditions of employment of novice teachers and mentor teachers. These shall be subject to negotiations between the local board of education and the local education association.

## **Mentor Responsibilities**

- Read and become familiar with RTNJ Mentoring Plan (including online learning management system – currently Blackboard)
- Be trained in the mentoring process
- Focus on classroom activities, including instructional techniques and curricula, classroom management and teacher performance
- Familiarize the novice teacher with school and district procedures and programs
- Provide emotional and confidential support

## **Novice Teacher Responsibilities**

- Read and become familiar with RTNJ Mentoring Plan (including online learning management system – currently Blackboard)
- Attend orientation and offerings for staff and new teachers
- Communicate regularly with mentor
- Create portfolio of professional activities

## **Principal/District Supervisor Responsibilities**

- Pair mentors and novice teachers
- Submit mentor teachers to Assistant Superintendent for board approval
- After approval, notify mentor and novice teacher in writing
- Regularly and systematically monitor the mentoring program
- Provide adequate support for mentor and novice teachers
- When possible, provide a schedule which includes mutual release time for mentors and novice teachers
- Be cognizant of the current state and local mentoring procedures

## **Department of Education Responsibilities**

- Develop forms for local school districts to use to collect data on the effectiveness of the local mentor plan
- Develop timelines for plan approval and implementation

## **Local Association's Role**

- Discuss through negotiations with the Board of Education the levels of compensation, release time, and other terms and conditions of employment of novice teachers and mentor teachers
- Provide an avenue of communication between the LPDC, the Association, the mentor and novice teacher

## **Specific Responsibilities of the Mentor Teacher**

*The role of the mentor teacher is to provide collegial support in a cooperative atmosphere and is not evaluative in nature.*

### **Before school starts**

- Receive training in the mentor process
- Attend an orientation session with his/her assigned novice teacher that covers program expectations, participant responsibilities, and program activities
- Meet with the novice teacher to discuss practical considerations for the opening of school such as room arrangements, classroom rules, school procedures, obtaining supplies, lesson plans, etc.

### **During the first full marking period of the novice teacher's employment**

- Begin and maintain a log/journal for the duration of the mentoring process that will include a record of all meetings, observations, discussions, etc. between the mentor and the novice teacher
- Mentors and novice teachers meet daily on an informal and/or formal basis to discuss issues of instruction and classroom management
- Provide emotional support to the novice teacher
- Provide information on such items indigenous to the local building such as procedures, location of materials, etc.
- It is recommended that mentors should observe novice teachers or novice teachers should observe mentors at least once per month and conduct a post observation discussion. As an alternative, novice teachers are encouraged to observe colleagues within the district.
- Mentors will attend at least 2 designated Randolph Academy Sessions.

### **During the remaining months of the school year**

- Mentors and novice teachers meet once weekly
- Mentor and novice teacher maintain log/journal (see online learning management system)
- Mentor and novice teacher continue observations and discussions. Discussion topics may include:
  - What is required of a professional?
  - How do you teach content?
  - What are the essentials of classroom management?
  - How do you plan for instruction?
  - How can one better understand student engagement?
  - How can you integrate technology?
  - How can I get experience using and managing student achievement data?
  - How do you differentiate instruction?
- Mentor serves as a professional role model in both professional and classroom practice
- Mentor provides a variety of resources to help the novice teacher begin forming a repertoire of effective strategies and techniques
- Mentor maintains continued involvement in professional growth opportunities
- Mentor observes the novice teacher during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management



- Mentor encourages the novice teacher to participate in collaborative professional learning activities, such as action research, team meetings, and reflective practice
- Mentor assists the novice teacher in understanding the importance of receiving the benefits of the district's observation/evaluation procedures

**At the end of the school year**

- Mentors and novice teachers evaluate the mentoring program
- Maintain log/journal
- Mentoring training continues
- Supervisors, novice teachers, and mentors evaluate progress (including portfolio)

**Ongoing activities**

- Dialogue between the mentor teacher and the principal, district supervisor and/or novice teacher

**Qualities of effective mentors**

- Understanding of the mentor roles and responsibilities
- Willingness to participate in a comprehensive mentor training
- Awareness of novice teacher development
- Willingness to share instructional ideas and materials with novice teachers
- Effective interpersonal skills and willingness to work collaboratively with a novice teacher
- Commitment to their own professional growth and development

## **Specific Responsibilities of the Novice Teacher**

### **Before school starts**

- Attend new staff orientation as directed by your administrator
- Attend an orientation session with their assigned mentor that covers program expectations, participant responsibilities, and program activities
- Meet with the mentor teacher to discuss practical considerations for the opening of school such as room arrangements, classroom rules, school procedures, obtaining supplies, lesson plans, etc.

### **During the first full marking period of your employment**

- Begin and maintain a log/journal for the duration of the mentoring process that includes a record of all meetings, observations, discussions, etc. between the mentor and the novice teacher
- Meet with the mentor teacher daily on an informal or formal basis to discuss issues of instruction and classroom management. This will include items such as lesson plans, conferences, test and worksheet design, etc.
- Seek out the mentor teacher for advice, information, and guidance
- Observe your mentor or have your mentor observe you at least once per month. Participate in a post observation discussion. You may elect to observe another staff member within your field if arrangements can be made that satisfy all parties.

### **During the remaining months of the school year**

- Attend meetings for New Teacher Academy
- Meet with your mentor at least once weekly
- Maintain log/journal
- Observations and discussions continue
- Evaluate the mentor/novice teacher relationship

### **At the end of the school year**

- Mentors and novice teachers evaluate the mentoring program
- Maintain a log/journal
- Maintain a log/journal summary sheet
- Administrators, novice teachers, and mentors evaluate progress
- Meet with supervisor/building administrator and mentor to review portfolio

### **Portfolio creation - via online learning management system**

- Novice teachers will create an ongoing professional portfolio covering the mentoring program
- This portfolio must contain the following:
  - Statement of your professional background and professional development
  - Class descriptions, times, grades, and content
  - Results of written examinations such as the PRAXIS
  - A personal statement of teaching philosophy
  - Log/journal

**In addition, novice teachers must also include in their professional portfolio at least five of the following elements:**

- Implemented lesson plans
- Teacher prepared materials
- Graded student work such as test, quizzes, or class projects
- Video/audio of classroom lessons
- Observation records
- Evidence of parental communication such as newsletters, websites, permission slips, etc.
- Evidence of extra-curricular activities such as PTO activities, clubs, coaching, etc.
- Evidence of professional development such as attending professional meetings
- Any additional materials as deemed appropriate by the mentor teacher and/or supervisor

Written reflections on lessons that have been discussed with your mentor teacher. (See journal portion of online learning management system which may be used for this purpose.) Reflections could cover an entire topic or one question from each topic listed below:

### **Discipline and classroom approach**

- Within your discipline, which area do you regard as the weakest and strongest?
- What is your greatest asset as a classroom teacher?
- Which teaching approach works best for your discipline?
- Do you change methods to meet new classroom situations?
- What is your primary goal with respect to your students?

### **Instructor/student rapport**

- How would you describe the atmosphere in your classroom?
- Are your student/teacher interactions positive?

### **Knowledge of discipline**

- In what ways have you tried to stay current in your field?
- How would you judge your knowledge in the subjects you teach?
- Do you think your colleagues agree with that judgment?
- What have you done, or could you do to broaden and deepen your knowledge of the discipline?

### **Questions about teaching**

- What is the one thing you would most like to change about your teaching?
- What have you done about changing your teaching?
- What would you most like your students to remember about you as a teacher ten years from now?
- Overall, how effective do you think you are as a teacher?
- Which courses do you teach most effectively?
- Are the changes you make for the better? Why or why not?

When creating your personal reflections, please see district evaluation tool (Appendix D) for additional indicators.

***THIS PORTFOLIO WILL BE REVIEWED BY YOUR ADMINISTRATOR AND MENTOR***

*Alternate Route teachers are required to use these experiences and those previously stated to fulfill their twenty days of intensive mentoring requirement of ninety professional development hours.*

## **Specific Responsibilities of the Principal/District Supervisor**

Over the course of the mentoring process, the administrator is an integral component. The administrator must work in conjunction with the mentor and novice teacher as an educational leader providing support and professional development.

### **A supervisor is responsible for**

- Recruiting staff members to become mentors
- Selecting mentors from the pool of approved mentors that provide the greatest opportunity for success
- Implement and monitor the mentoring plan
- Prepare for new staff orientation
- Assist the integration of the novice teacher into the school community
- Provide support in such areas as release time and scheduling
- Regularly and systematically meet with mentors and novice teachers
- Work with the mentor and novice teacher to evaluate the mentoring process
- Observe/evaluate the novice teacher as required by district policy

# **Section 6**

## **Professional Learning Components for Mentors**

## **Training the Mentor Teacher**

### ***Professional Learning:***

- Weekly meetings between mentors and novice teachers
- Release time is available for mentor teachers to observe novice teachers
- District professional development opportunities
- Maintain a log/journal to record dates of meetings and topics discussed
- Annual, ongoing and sustained professional development includes a Mentor Workshop through the NJEA
- Annual, ongoing and sustained professional development includes a consortium membership with Montclair State University Network for Educational Renewal. This membership will offer training sessions for mentors and novice teachers throughout the school year.

Every effort will be made to match novice teachers with veteran teachers that have distinguished themselves in the profession through mastery of subject matter and pedagogy. Mentors are chosen based on the selection criteria, which reflects the Professional Standards for Teachers (See Appendix B), as listed in Section Four of the Mentoring Plan.

# **Section 7**

## **Professional Learning Components for Novice Teachers**

## Training the Novice Teacher

### *Professional Learning:*

- New Teacher Orientation - prior to the start of school
- Release time is available and novice teachers are encouraged to observe colleagues within the district across departments, grade levels and school buildings.
- New Teacher Academy – meetings throughout the school year – (Schedules to be distributed by Administration - See Appendix A for samples of prior offerings)
- Weekly meetings between mentors and novice teachers
- District professional development opportunities
- Formal evaluations and observations are completed by administration at 10 week, 20 week and 30 week intervals
- Maintain a log/journal to record dates of meetings and topics discussed
- Annual, ongoing and sustained professional development includes a Mentor Workshop through the NJEA and/or other professional organizations.
- Annual, ongoing and sustained professional development includes a consortium membership with Montclair State University Network for Educational Renewal. This membership will offer training sessions for mentors and novice teachers throughout the school year.
- Support for the ninety hour state requirement of Professional Development for Alternate Route teachers during the first twenty days of intensive mentoring include but are not limited to the following:
  - Summer school observation and orientation experiences
  - Mid-year hires are able to observe the outgoing teacher prior to the start of employment
  - Release time is provided for their mentors so that observations of the novice teacher can occur
  - Release time is provided for the alternate route teacher so that observations of other colleagues can occur
  - Attendance of workshops, conferences and training seminars through the NJEA and the Middlesex
  - Regional Educational Services Commission Professional Development Academy.
  - Attendance of workshops, conferences and training seminars through consortium membership with
  - Montclair State University Network for Educational Renewal. This membership will offer training sessions for mentors and novice teachers throughout the school year.
  - Attendance of the New Teacher Academy (see Appendix A)

Every effort will be made to match novice teachers with veteran teachers that have distinguished themselves in the profession through mastery of subject matter and pedagogy. All of the professional learning opportunities listed above reflect the Professional Standards for Teachers (See Appendix B).



# **Section 8**

## **Action Plan for Implementation**

### **Goals of Action Plan**

The primary goal of the mentoring plan is to support the district's novice teachers by providing each novice with a mentor to assist them in their professional development as members of the teaching profession and in their adjustment to the challenges of teaching. As previously stated, Alternate Route teachers are supported through the ninety professional development hours during the first twenty days of intensive mentoring and throughout the year. Our hope is to enhance teacher knowledge of the Core Curriculum Content Standards and exemplary teaching practices in order to maximize the learning experience for our students.

As new teachers in need of mentoring are hired by the district, mentors will be selected based upon the selection criteria listed in Section Four of the Mentoring Plan. Final assignment is made by the Assistant Superintendent or his/her designee. Novice teachers will participate in a two day New Teacher Orientation. Ongoing professional development will take place throughout the school year through New Teacher Academy, observations, weekly meetings, and log/journal reflection.

Mentors and novice teachers will be surveyed at the conclusion of the academic year to elicit feedback on ways to strengthen and improve the mentoring program.

### **Collaborative Arrangements**

All mentors and new teachers will meet in a collaborative setting at least twice during the year through New Teacher Academy. The Randolph Township School District will continue its association with Montclair University Center of Pedagogy Initiative.

### **Provisions and Logistics for Mentor Plan Implementation**

This plan will be submitted by the Local Professional Development Committee to the Randolph Township Board of Education. Upon approval, the Randolph Township Board of Education will submit the plan to the County Superintendent. Once final approval is granted, the implementation of the mentor plan will begin. Substitute teachers will be provided for mentors and novice teachers to enable them to take advantage of training opportunities. Culmination of the plan will include reflection of the process via the Novice/Mentor Teacher Questionnaire and the Self-Assessment Checklist.

### **Coordination with the Local Professional Development Plan**

We believe that professional development is the ongoing, shared responsibility of the educational community of the Randolph Township School System. Professional development should provide a climate of significant process-based learning for both the individual and the District itself, guided by a spirit of collegial interdependence that co-exists with the valuing of individuals and their uniqueness. In addition, the District's professional development opportunities must align with the Eight Key Elements of High Quality Professional Development for Teachers and NCLB Act's definition of Professional Development from the Elementary and Secondary Education Act, The Core Curriculum Content Standards and the New Jersey Professional Teaching Standards (See Appendix B). The mentoring plan is designed to assist the novice teachers in successfully transitioning into the professional community of the Randolph Township School District.

Professional development designs should be structured in accordance with adult stages of learning in positive, supportive, non-judgmental ways that acknowledge ever-present possibilities for growth and change. The process will integrate individual, building and district goals that reflect current educational research and ongoing analysis of student academic achievement.

# **Section 9**

## **Resource Options Used**

### **Resource Options Used**

- The district provides release time for teachers to attend workshops and conferences.
- Substitute coverage is provided for mentor teachers and novice teachers to observe each other's classes.
- Staff, department, team meetings and professional learning committee meetings are conducted regularly.
- On-going and consistent support from principals and subject area supervisors.
- Randolph Academy, Montclair University Center of Pedagogy, NJEA and other professional conventions, in-district workshops and training sessions, and out-of-district workshops are available to all staff members.
- Web-based resources for teachers.
- Video and published resources for the teachers.

# **Section 10**

## Funding Resources

## **Funding Resources**

### **Funding for the Mentor Program will be provided through:**

- Local district funds
- No Child Left Behind funds
- State and Federal grants, when available

### **Funds will be needed to provide:**

- Materials such as videos, books and publications
- Substitute teachers to provide class coverage
- Professional development opportunities

# **Section 11**

## **Program Evaluation**

## **Evaluation of the Mentoring Plan**

The Local Professional Development Committee will annually review the effectiveness of the mentor plan with input from:

- Mentor teachers
- Novice teachers
- Supervisors and Administrators
- Other personnel as deemed necessary by administration

The five levels of professional development are evaluated as listed below:

1. Participants' Reactions
  - Novice/Mentor Teacher Questionnaire
  - Log/journal entries
2. Participant's Learning
  - Novice/Mentor Teacher Questionnaire
  - Portfolio
  - Log/journal entries
  - Informal and formal observations
3. Organization Support and Change
  - Novice/Mentor Teacher Questionnaire
  - Portfolio
4. Participants' Use of New Knowledge and Skills
  - Novice/Mentor Teacher Questionnaire
  - Portfolio
  - Log/journal entries
  - Informal and formal observations
5. Student Learning Outcome
  - Informal and formal observations
  - Student records
  - Portfolio

The Board of Education shall ensure that the mentor plan is consistent with the state's regulations. The district's annual report on the implementation of the mentor plan shall be included in the district's Quality Assurance Annual Report.



# **Appendix A**

## **New Teacher Academy**

**Elementary New Teacher Academy- 2011-2012: (coordinator – Ellen Kessler, elementary VP)**

Six sessions were scheduled, one hour each, giving the teachers an opportunity to accrue six of their 12 Your Way hours.

The sessions were as follows:

September 14, 2011: Introductory session, facilitated by Ellen Kessler, focusing on expectations, timelines, and supervision and evaluation.

Discussion was held to decide on topics of interest for the next 5 sessions.

November 2, 2011: Bullying, Harassment, and Intimidation- Anti-Bullying Bill of Rights facilitated by Rob Koroski

December 14, 2011: Bloggng-three types: secure, child-safe Kidblog; informational public blogs; blogs for emergent readers and writers.

Facilitated by elementary Media Specialist

February 1, 2012: Responsive Classroom; Morning Meeting and More – facilitated by two district elementary teachers

March 14, 2012: Smartboard and Student Response System training – facilitated by two district elementary teachers

May 2, 2012: Service Learning- facilitated by Laura Hernandez

Please note that the sessions change from year to year based on the needs of the group and their special areas of instruction/student services

**New Teacher Academy**  
**Randolph Middle School**  
**2011-2012**

<b><u>NEW TEACHER ACADEMY</u></b>		
<b>Randolph Middle School</b>		
<b>2011-2012</b>		
<b><u>MONTH</u></b>	<b><u>TOPIC</u></b>	<b><u>PRESENTER</u></b>
October 20	<ul style="list-style-type: none"> <li>• Special Education: CST Services, IEP's, Instructional Modification General Orientation</li> </ul>	CST, R. Koroski
November 3	<ul style="list-style-type: none"> <li>• Health Issues: Procedures for incidents and medical emergencies</li> <li>• Guidance: Services offered, I&amp;RS, DYFS</li> </ul>	J. Hawkins, Guidance
November 17	<ul style="list-style-type: none"> <li>• Media Center/Library Intro</li> <li>• Strategies for working with ESL students</li> </ul>	Rodriguez Land
December 1	<ul style="list-style-type: none"> <li>• Parent Communication</li> </ul>	Strowbridge
December 15	<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Formative and Summative Assessments</li> </ul>	Cullis Cusmano
January 12	<ul style="list-style-type: none"> <li>• Instructional Technology Showcase</li> </ul>	Cullis

## High School

### Meeting 1:

The meeting will be on:

**Thursday, 10/6, at 2:30pm at the High School Library.**

Session Topic: **Services**

The Sub-Topics are:

1. Principal Introduction
2. Transition Program: Evy Falcon Duran, Transition Coordinator
3. Child Study Team: Betsy Trierweiler CST
4. HIB: Greg Dimiceli, Dr. Susan Herschman and Dr. Thomas
5. Student Assistance Counselor (identifying and reporting substance abuse) and Home Instruction Facilitation: Dr. Thomas
6. I&RS: Kerstin Stewart, Director of Guidance
7. Clubs and Activities: Lee Hackney, Vice-Principal

### **How to maximize your potential in Genesis Gradebook**

**Tentative date 11/1/11 from 2:30 - 3:30 in the Library Lab**

#### **Topics:**

1. *Planning your profile and developing a syllabus*
2. *Weights v. total points*
3. *Informational use*
4. *Grade v. Assessment*
5. *See the big picture*

### **RHS NEW TEACHER ACADEMY - Spring 2012**

Tuesday, March 13 - 2:15pm to 3:15pm - B150

Session One:

1. Differentiated Instruction (Faculty Panel)
2. Policy updates on Substance Abuse and Attendance Policy
3. Clarification on procedures for attendance, etc.. (RHS Admin)
4. Classroom Management and procedures for difficult students who need to be removed from class (RHS Admin)

Wednesday, April 25 - 2:15pm to 3:15pm - B150

Session Two:

1. Blackboard and Next Navigator (Faculty Panel)
2. Clubs and Committee Offerings (RHS Admin)
3. Procedures on paperwork for professional days, course approvals, etc. (RHS Admin)

Thursday, May 24 - 2:15pm to 3:15pm - B150

Session Three:

1. Wrap-up Discussion of first year at RHS
2. Share success stories

# Appendix B

## References

## New Jersey Professional Standards for Teachers and School Leaders

### Context Standards

1. **Learning communities:** Professional Development that improves the learning of all students organizes adults into learning communities whose goals result from clear, coherent, strategic planning, aligned with school and school district goals, that is embraced and supported by the school district's governing body and by all levels of the school system.
2. **Leadership:** Professional Development that improves the learning of all students requires skillful school and school district leaders who develop a school culture of shared leadership that fosters continuous improvement, supported by intellectual and financial commitment.
3. **Resources:** Professional Development that improves the learning of all students requires time and resources to support adult learning and collaboration.

### Process Standards

4. **Data Driven:** Professional Development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
5. **Research-based:** Professional Development that improves the learning of all students informs teaching, learning, and leadership using the best available interpretations of relevant knowledge, including empirical research.
6. **Evaluation:** Professional Development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
7. **Design:** Professional Development that improves the learning of all student uses learning strategies appropriate to the intended goal.
8. **Learning:** Professional Development that improves the learning of all students applies knowledge about adult learning and change.
9. **Collaboration:** Professional Development that improves the learning of all students provides educators with the knowledge and skills to engage in collegial collaboration and learning that is job-embedded and supported by sufficient time.

### Content Standards

10. **Equity:** Professional Development that improves the learning of all students prepares educators to hold high expectations for the achievement of all students and to support their academic, social, emotional, and physical development in a safe, orderly, and supportive learning environment.
11. **Quality Teaching:** Professional Development that improves the learning of all students deepens educators' subject matter and pedagogical content knowledge, supports the use of research-based instructional strategies to assist students to meet and exceed the New Jersey Core Curriculum Content Standards and prepares them to use various assessments to modify and improve instruction.
12. **Family Involvement:** Professional Development that improves the learning of all students empowers educators with knowledge and skills to work effectively with family and community partners.

Mentoring activities shall also be guided by the eight key elements of high quality professional development established as part of the No Child Left Behind legislation.

**Eight Key Elements of High Quality Professional Development for Teachers – NCLB**

1. All activities are referenced to student learning.
2. Schools use data to make decisions about the content and type of activities that constitute professional development.
3. Professional development activities are based on research-validated practices.
4. Subject matter mastery for all teachers is a top priority.
5. There is a long-term plan that provides focused and ongoing professional development with time well-allocated.
6. Professional development activities match the content that is being instructed.
7. All professional development activities are fully evaluated.
8. Professional development is aligned with state standards, assessment, and the local curriculum.

**Definition of Professional Development from the No Child Left Behind Act**

The term “professional development”

(A) Includes activities that:

- (i) improve and increase teachers’ knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
- (iii) give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom; and  
(II) are not 1-day or short-term workshops or conferences
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are:  
(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of Title II); and  
(II) strategies for improving student academic achievement standards or substantially increasing knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to:  
(I) State academic content standards, student academic achievement standards, and assessments; and  
(II) the curricula and programs tied to the standards described in subclause (I) except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of section 2123 (3) (B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and ore academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

- (xv) include instruction in ways that teachers, principals, pupils services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that:
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

New Jersey Core Curriculum Content Standards <http://www.state.nj.us/education/cccs/>

Common Core Content Standards <http://www.corestandards.org>



# **Appendix C**

## **Forms**

**Randolph School District Observation Tool, Page 2**

INDICATORS	COMMENDATIONS	RECOMMENDATIONS
<b>THE TEACHER AS A PERSON</b>		
1. The teacher exhibits enthusiasm 2. The teacher demonstrates positive student-teacher interactions 3. The teacher allows students to participate in decision making		
<b>CLASSROOM MANAGEMENT AND ORGANIZATION</b>		
4. The teacher organizes an efficient and safe classroom 5. The teacher establishes routines and structures for daily tasks 6. The teacher orchestrates smooth transitions and continuity of momentum 7. The teacher has all materials prepared in advance of the lesson 8. The teacher recognizes and responds to inappropriate behavior 9. The teacher maintains clear rules that are consistently and fairly implemented 10. The teacher provides clear, specific and timely feedback		
<b>PLANNING AND ORGANIZING FOR INSTRUCTION</b>		
11. The lesson's objective is clear to students and reflects the New Jersey standards 12. The teacher exhibits a strong knowledge base 13. The teacher sets clearly articulated high expectations that contribute to the improvement and growth of all students		
<b>IMPLEMENTING INSTRUCTION</b>		
14. The teacher asks questions which engage higher order thinking skills 15. Differentiation of process and/or content and/or product is evident 16. The teacher ensures that students' prior knowledge and skills are effectively incorporated 17. The teacher uses non-verbal as well as verbal cues to help students stay on task 18. The teacher uses appropriate and/or varied materials and technology 19. The teacher uses effective instructional strategies 20. The teacher provides clear modeling and instructions 21. The teacher uses an effective lesson closure		
<b>MONITORING STUDENT PROGRESS AND POTENTIAL</b>		
22. Assigned homework is appropriate and clearly explained 23. Assigned homework is relevant to the content under study 24. Homework assignments are rigorous and foster critical thinking and/or skill development 25. The teacher uses appropriate rubrics and presents models of exemplary work 26. The teacher uses a variety of assessments – both formative and summative 27. The teacher encourages and provides opportunities for student self-monitoring		

# Appendix D

## Surveys

## Mentor Teachers 2012-13

Page 1 - Question 1 - Choice - One Answer (Bullets)

[Up To 2 Answers]

I understood what was expected of me as a mentor.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 2 - Choice - One Answer (Bullets)

[Up To 2 Answers]

I communicated often with my novice teacher.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 3 - Choice - One Answer (Bullets)

[Up To 2 Answers]

I helped my novice teacher plan lessons.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 4 - Choice - One Answer (Bullets)

[Up To 2 Answers]

I provided personal support to my novice teacher.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 5 - Choice - One Answer (Bullets)

[Up To 2 Answers]

I observed lessons and provided feedback on my novice teacher's teaching.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 6 - Choice - One Answer (Bullets)

[Up To 2 Answers]

I felt that Randolph Township provided adequate training to be a mentor.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 7 - Choice - One Answer (Bullets)

[Up To 2 Answers]

My novice teacher's ability to work with parents improved.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 8 - Choice - One Answer (Bullets)

[Up To 2 Answers]

I helped my novice teacher become part of the school culture.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 9 - Choice - One Answer (Bullets)

[Up To 2 Answers]

My novice teacher's classroom management improved.

- A - Strongly Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

Page 1 - Question 10 - Choice - One Answer (Bullets)

[Up To 2 Answers]

My novice teacher's teaching improved.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

I felt supported by my supervisor throughout the mentoring program.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

My novice teacher and I had ample time together.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

I am glad that I was a part of this mentoring program.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

The training that I received to become a mentor was beneficial.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

I felt that the New Teacher Academy sessions I attended were beneficial.

- A - Strongly Agree
- B - Agree
- C - Agree Somewhat
- D - Disagree
- E - Strongly Disagree

As a mentor, what needs (if any) did you have that were not addressed by the mentoring program.

What types of additional support should the school district provide to mentors?

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Please consider the following qualities of an effective mentor and check those which you feel need to be addressed in mentor training for next year

- understand the mentor roles and responsibilities
- awareness of novice teacher development
- techniques for sharing instructional ideas and materials
- techniques for effective interpersonal communication and collaboration
- mentor forums where past and current mentors share experiences and techniques
- Enter an answer
- Other, please specify

## Novice Teacher Survey 2012-13

Page 1 - Question 1 - Choice - One Answer (Bullets)

The Randolph community's expectations of a teacher were clearly communicated to the novice teacher

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 2 - Choice - One Answer (Bullets)

Conversations with my mentor were helpful and valuable

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 3 - Choice - One Answer (Bullets)

When I was planning lessons, my mentor was available for feedback and assistance.

- Strongly Agree
- Agree
- Agree somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 4 - Choice - One Answer (Bullets)

My Mentor observed lessons and provided input

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 5 - Choice - One Answer (Bullets)

I felt prepared to communicate and work with parents

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree



Page 1 - Question 6 - Choice - One Answer (Bullets)

I was involved in the school community through committees, afterschool activities, etc.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 7 - Choice - One Answer (Bullets)

I received adequate assistance in securing needed resources.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 8 - Choice - One Answer (Bullets)

My classroom management skills developed throughout the year.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 9 - Choice - One Answer (Bullets)

I was able to build upon and advance my teaching skills.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 10 - Choice - One Answer (Bullets)

I felt supported by my mentor.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 11 - Choice - One Answer (Bullets)

I felt supported by my supervisor.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 12 - Choice - One Answer (Bullets)

My mentor was available to meet with me, both within the school day and outside of the school day.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 13 - Choice - One Answer (Bullets)

I felt that the New Teacher Orientation was helpful.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 14 - Choice - One Answer (Bullets)

I felt that the New Teacher Academy/NSSI was helpful.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree
- Strongly Disagree

Page 1 - Question 15 - Open Ended - Comments Box

I had the opportunity to observe my mentor and other teachers (list observations by date and subject area)

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Page 1 - Question 16 - Open Ended - Comments Box

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

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