## District Mentoring Plan: Components of Mentor Training

### RESOURCE 1: Qualities of Effective Mentors

<table>
<thead>
<tr>
<th>Attitude and Character</th>
<th>Professional Competence and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Willing to be a role model for other teachers</td>
<td>• Is regarded by colleagues as an outstanding teacher</td>
</tr>
<tr>
<td>• Exhibits strong commitment to the teaching profession</td>
<td>• Has excellent knowledge of pedagogy and subject matter</td>
</tr>
<tr>
<td>• Believes mentoring improves instructional practice</td>
<td>• Has confidence in his/her own instructional skills</td>
</tr>
<tr>
<td>• Willing to advocate on behalf of colleagues</td>
<td>• Demonstrates excellent classroom management skills</td>
</tr>
<tr>
<td>• Willing to receive training to improve mentoring skills</td>
<td>• Feels comfortable being observed by other teachers</td>
</tr>
<tr>
<td>• Demonstrates a commitment to lifelong learning</td>
<td>• Maintains a network of professional contacts</td>
</tr>
<tr>
<td>• Is reflective and able to learn from mistakes</td>
<td>• Understands the policies and procedures of the school, district, and teachers association</td>
</tr>
<tr>
<td>• Is eager to share information and ideas with colleagues</td>
<td>• Is a meticulous observer of classroom practice</td>
</tr>
<tr>
<td>• Is resilient, flexible, persistent, and open-minded</td>
<td>• Collaborates well with other teachers and administrators</td>
</tr>
<tr>
<td>• Exhibits good humor and resourcefulness</td>
<td>• Is willing to learning new teaching strategies from novice teachers</td>
</tr>
<tr>
<td>• Enjoys new challenges and solving problems</td>
<td></td>
</tr>
</tbody>
</table>

### Communication Skills

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that prompt reflection and understanding
- Offers critiques in positive and productive ways
- Uses e-mail effectively
- Is efficient with the use of time
- Conveys enthusiasm and passion for teaching
- Is discreet and maintains confidentiality

### Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a novice teacher’s emotional and professional needs
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others
- Is patient

**District Mentoring Plan: Components of Mentor Training**

**RESOURCE 2: Qualities of a High-Performing Mentor Teacher**

<table>
<thead>
<tr>
<th>Commits to the Roles and Responsibilities of Mentoring</th>
<th>Accepts the Novice Teacher as a Developing Person and Professional</th>
<th>Reflects on Interpersonal Communications and Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dedicates time to meet with the novice teacher</td>
<td>• Endeavors to see the world from the novice teacher's point of view</td>
<td>• Reflects on what, where, when, and how to communicate with the novice teacher</td>
</tr>
<tr>
<td>• Persists in efforts to assist the novice teacher despite obstacles or setbacks</td>
<td>• Anticipates the needs of the novice teacher by thinking like a novice teacher</td>
<td>• Adjusts communication style to the developmental needs of the novice teacher</td>
</tr>
<tr>
<td>• Maintain congruence between mentoring words and actions</td>
<td>• Understands the common problems and concerns of the novice teacher</td>
<td>• Respects the confidentiality of the mentor-novice teacher relationship</td>
</tr>
<tr>
<td>• Attends meetings, training or other professional development opportunities related to mentoring</td>
<td>• Applies theories of adult learning and development</td>
<td>• Self-discloses regarding one’s own professional challenges</td>
</tr>
<tr>
<td>• Models self-reflection and self-assessment as hallmarks of professionalism</td>
<td>• Models acceptance of diversity in others</td>
<td>• Models effective helping relationship skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serves as an Instructional Coach</th>
<th>Models a Commitment to Personal and Professional Growth</th>
<th>Communicates Hope and Optimism for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employs the clinical cycle of instructional support</td>
<td>• Lives the life of learner as well as teacher</td>
<td>• Encourages and praises the novice teacher</td>
</tr>
<tr>
<td>• Values the role of shared experiences in the coaching process</td>
<td>• Engages the novice teacher as fellow student of learning and teaching</td>
<td>• Holds and communicates high expectations for the novice teacher</td>
</tr>
<tr>
<td>• Engages the novice teacher in a professional learning community whenever possible</td>
<td>• Pursues professional growth related to teaching and mentoring</td>
<td>• Projects a positive disposition toward the teaching profession</td>
</tr>
<tr>
<td>• Possess knowledge of effective teaching practices</td>
<td>• Advises the novice teacher on professional growth opportunities</td>
<td>• Avoids criticism of students, parents, and colleagues</td>
</tr>
<tr>
<td>• Models openness to new ideas and instructional practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: The Good Mentor, J. Rowley, Educational Leadership, 56(8), 20-22. ©1999 Reprinted with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.*
<table>
<thead>
<tr>
<th>Non-involved Mentor</th>
<th>Buddy System Mentor</th>
<th>Involved Mentor</th>
<th>Actively Involved Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mentor was rarely available to meet with the new teacher.</td>
<td>The mentor inititated contact with the new teacher. The mentor scheduled regular meetings with the new teacher.</td>
<td>The mentor was frequently available to meet with the new teacher.</td>
<td>The mentor was always available to meet with the new teacher.</td>
</tr>
<tr>
<td>The mentor did not invite the new teacher to reflect on his or her teaching.</td>
<td>The mentor reflected with the new teacher. The mentor scheduled regular meetings to reflect on teaching practices.</td>
<td>The mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his or her teaching practices with an eye for improvement.</td>
<td>The mentor was frequently available to meet with the new teacher. The mentor reflected with the new teacher. The mentor scheduled regular meetings to reflect on teaching practices.</td>
</tr>
<tr>
<td>The mentor occasionally asked questions to clarify the actions of the new teacher.</td>
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<td>The mentor frequently led the new teacher into discovering possible solutions to problems on his or her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he or she would handle the situation.</td>
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</tr>
<tr>
<td>The mentor initiated several contacts with the new teacher.</td>
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</tr>
<tr>
<td>The mentor suggested several ideas or possible solutions to the new teacher.</td>
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<td>The mentor asked questions to clarify the actions of the new teacher.</td>
</tr>
<tr>
<td>The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.</td>
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Developed by R. Willobee, Grand Rapids Public Schools, Revised December 2003.
<table>
<thead>
<tr>
<th>Resource 3: Sample Mentor Rubric (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Encouragement</strong></td>
</tr>
<tr>
<td>- Feedback based on observation of classroom performance, teacher interaction, and student feedback.</td>
</tr>
<tr>
<td>- Mentor provides positive feedback and encouragement.</td>
</tr>
<tr>
<td>- Mentor models a positive attitude toward the school, the district, and the community.</td>
</tr>
<tr>
<td>- Mentor encourages new teacher to try new things, expand teaching skills, and become actively involved with students, parents, and staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidentiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Feedback and information gathered from mentoring sessions are not shared with other staff or administration.</td>
</tr>
<tr>
<td>- Classroom observation notes are not shared with other staff or administration.</td>
</tr>
<tr>
<td>- Feedback based on classroom observations and interactions.</td>
</tr>
</tbody>
</table>

**District Mentoring Plan: Components of Mentor Training**

- **Actively Involved Mentor**
  - Feedback based on classroom observations and interactions.
  - Actively models and encourages new teacher to try new things, expand teaching skills, and become actively involved with students, parents, and staff.

- **Involved Mentor**
  - Feedback based on observation of classroom performance, teacher interaction, and student feedback.
  - Provides positive feedback and encouragement.
  - Models a positive attitude toward the school, the district, and the community.
  - Encourages new teacher to try new things, expand teaching skills, and become actively involved with students, parents, and staff.

- **Non-involved Mentor**
  - Feedback not based on classroom observations or interactions.
  - Provides little or no encouragement.

- **Buddy System Mentor**
  - Feedback based on information gathered without classroom observation.
  - Provides positive feedback, reinforcing “Best Practices.”

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

**FOLDER 4: RESOURCES**

**Confidentiality**

- Feedback and information gathered from mentoring sessions are not shared with other staff or administration.
- Classroom observation notes become the sole property of the new teacher following reflective conferences.

**Encouragement**

- Mentor engages in observing the new teacher’s classroom at least once each semester.
- Provides positive peer coaching feedback that is based on “Best Practices” observed.
- Feedback also includes reflective questions centered on areas for improvement.

- Mentor encourages new teacher to try new things, expand teaching skills, and become actively involved with students, parents, and staff.
- Mentor models a positive attitude toward the school, the district, and the community.
- Encouragement to succeed is genuine.

**Actively Involved Mentor**

- Feedback closely adhered to the “Firewall” between mentoring and evaluation.
- Topics and discussion from mentoring sessions were not shared with other staff or administration.
- Classroom observation notes became the sole property of the new teacher following reflective conferences.

- Mentor engages in observing the new teacher’s classroom on several occasions.
- Provides positive peer coaching feedback that is based on “Best Practices” observed.
- Feedback also includes reflective questions centered on areas for improvement.

- Mentor encourages new teacher to try new things, expand teaching skills, and become actively involved with students, parents, and staff.
- Mentor models a positive attitude toward the school, the district, and the community.
- Encouragement to succeed is genuine.

**Involved Mentor**

- Feedback closely adhered to the “Firewall” between mentoring and evaluation.
- Topics and discussion from mentoring sessions were not shared with other staff or administration.
- Classroom observation notes became the sole property of the new teacher following reflective conferences.

- Mentor engages in observing the new teacher’s classroom.
- Provides positive peer coaching feedback that is based on “Best Practices” observed.
- Feedback also includes reflective questions centered on areas for improvement.

- Mentor encourages new teacher to try new things, expand teaching skills, and become actively involved with students, parents, and staff.
- Mentor models a positive attitude toward the school, the district, and the community.
- Encouragement to succeed is genuine.

**Non-involved Mentor**

- Feedback closely adhered to the “Firewall” between mentoring and evaluation.
- Topics and discussion from mentoring sessions were not shared with other staff or administration.
- Classroom observation notes became the sole property of the new teacher following reflective conferences.

- Feedback based on information gathered without classroom observation.
- Provides positive feedback, reinforcing “Best Practices.”

- Mentor encourages new teacher to keep up his or her hard work and efforts.
- Encouragement is genuine.

**Buddy System Mentor**

- Feedback closely adhered to the “Firewall” between mentoring and evaluation.
- Topics and discussion from mentoring sessions were not shared with other staff or administration.

- Feedback based on information gathered without classroom observation.
- Provides positive feedback, reinforcing “Best Practices.”

- Mentor encourages new teacher to keep up his or her hard work and efforts.
- Encouragement is genuine.

**RESOURCE 3: Sample Mentor Rubric (continued)**

*Source: MI-Map3.5 Mentoring New Teachers (pp.34-35), by Michigan Department of Education Office of School Improvement. Used with permission.*
District Mentoring Plan: Components of Mentor Training

**RESOURCE 4: Criteria for Selection of Mentor Teachers**

- The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher. The district board of education shall provide training in current educational practices to the retired teachers or administrators.

- The teacher is committed to the goals of the local mentoring plan.

- The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.

- The teacher has demonstrated exemplary command of content area knowledge and of pedagogy.

- The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible.

- The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves.

- The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.

- The teacher provides letters of recommendation as determined by the district mentoring plan from those who are familiar with the mentor teacher applicant’s work.

- The teacher agrees to complete a comprehensive mentor training program.
 RESOURCE 5: Self-Survey: Should I Become a Mentor?

This checklist is designed to help teachers who are considering becoming mentors. Please place an X in the column that represents the degree to which the statement characterizes the way you see yourself. You may add those qualities (insert in 19* or 20*) that represent the unique or special assets you might bring to mentoring.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I see myself as being people-oriented. I enjoy working with other professionals.</td>
<td></td>
<td></td>
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<tr>
<td>2. I am a good listener and respect my colleagues.</td>
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<tr>
<td>3. I am sensitive to the needs and feelings of others.</td>
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<tr>
<td>4. I recognize when others need support or independence.</td>
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<td></td>
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<tr>
<td>5. I want to contribute to the professional development of others and share what I have learned.</td>
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<td></td>
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</tr>
<tr>
<td>6. I am willing to find reward in service to someone who needs my assistance.</td>
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<td></td>
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<tr>
<td>7. I am able to support and help without smothering, parenting, or taking charge.</td>
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<tr>
<td>8. I see myself as willing to adjust my schedule to meet the needs of others.</td>
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<tr>
<td>9. I usually am patient and tolerant when teaching someone.</td>
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<td></td>
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<td></td>
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<tr>
<td>10. I am confident and secure in my knowledge and try to remain up-to-date.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I enjoy the subject(s) I teach.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I set high standards for my students and for myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I use a variety of teaching methods, and my students achieve well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Others look to me for information about subject matter and methods of teaching.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>15. Overall I see myself as a competent professional.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16. I am able to offer assistance in areas that give others problems.</td>
<td></td>
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</tr>
<tr>
<td>17. I am able to explain things at various levels of complexity and detail.</td>
<td></td>
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</tr>
<tr>
<td>18. Others are interested in my professional ideas.</td>
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<tr>
<td>19.*</td>
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<tr>
<td>20.*</td>
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</tr>
</tbody>
</table>

District Mentoring Plan: Components of Mentor Training

**RESOURCE 6: Sample Mentor Teacher Application and Assignment Form I**

**Part A. Mentor Teacher Application**

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

Name: _________________________________________________________________

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

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

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

Signature: __________________________________________________    Date: ______________________

**Part B. For Office Use Only**

Local Professional Development Committee’s (LPDC) comments:

**Part C. Principal’s Mentor-Novice Teacher Match**

School: 

_________________________________________________________________

Principal’s Name: 

___________________________________________

I have selected (name of mentor) ________________________________

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

to serve as a mentor teacher to (name of novice teacher) ________________________________

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

Principal’s Signature: _______________    Date: _______________

Source: Adapted from Beyond Mentoring: How to Attract, Support, and Retain New Teachers (pp. 128-129) by J. Saphier, S. Freedman & B. Aschheim, 2001, Newton, MA: Teachers²¹. Used with permission.
RESOURCE 7: Sample Mentor Teacher Application and Assignment Form 2

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: Answer the following questions and forward the completed form to the Mentoring Committee. Use the reverse side of this form to answer the questions, if necessary. Please attach three completed reference forms to this application.

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

Part B – Principal’s Mentor-Novice Teacher Assignment

I have assigned _______________________________________________________ to Mentor Teacher

____________________________________, ________________________, a first year Novice Teacher Subject/Grade Level

teacher for the 200____ - 200____ school year.

____________________________________________________    _________________
Principal's Signature Date

Principal: Please return this form to the Assistant Superintendent's Office when completed.
District Mentoring Plan: Components of Mentor Training

RESOURCE 7 (continued)

Each teacher applying to serve as a mentor must submit three (3) mentoring reference forms or letters of reference to accompany the Mentor Teacher Application Form. The references must be completed by individuals familiar with the prospective mentor’s work and his/her capacity to fulfill the role/responsibilities of mentor.

I believe that:

Mentor Applicant: __________________________________________________________

School: ___________________________________________________________________

Subject/Grade Level: ___________________________________________________________________

Possesses the requisite skills, knowledge and attitude to effectively serve as a mentor teacher for a first year teacher.

Name: ___________________________________________________________________

Position: ___________________________________________________________________

School: ___________________________________________________________________

District Mentoring Plan: Components of Mentor Training

RESOURCE 8: Sample Mentoring Partnership Agreement

Instructions: This is a sample of the mentoring partnership agreement.

We have agreed on the following goals and objectives as the focus of this mentoring relationship:
1.
2.
3.

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

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

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

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

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

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

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

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

Mentor’s Signature and Date                                      Novice Teacher’s Signature and Date

District Mentoring Plan: Components of Mentor Training

**RESOURCE 9: Sample Streamlined Mentoring Partnership Agreement**

Instructions: This is a streamlined sample of a mentoring partnership agreement.

Goals:

Learning Outcomes:

Ground Rules:

Parameters for the Relationship:

Steps to Achieving the Goals and Learning Outcomes:

Time Frame:

Checkpoints:

______________________________  ______________________________
Mentor's Signature and Date    Novice Teacher's Signature and Date

District Mentoring Plan: Components of Mentor Training

**RESOURCE 10: New Jersey Professional Standards for Teachers**

All professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-3.3. The Professional Standards for Teachers (and indicators) are also available at http://www.nj.gov/njded/profdev/profstand/standards.pdf

**Standard One: Subject Matter Knowledge**
Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

**Standard Two: Human Growth and Development**
Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

**Standard Three: Diverse Learners**
Teachers shall understand the practice of culturally responsive teaching.

**Standard Four: Instructional Planning and Strategies**
Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

**Standard Five: Assessment**
Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

**Standard Six: Learning Environment**
Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**Standard Seven: Special Needs**
Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

**Standard Eight: Communication**
Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

**Standard Nine: Collaboration and Partnership**
Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well being.

**Standard Ten: Professional Development**
Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.
District Mentoring Plan: Components of Mentor Training

**RESOURCE 11: New Jersey Professional Standards for Teachers Awareness Activity**

Directions:
1. Give each person 7 sticky notes. Identify what a teacher needs to know and be able to do to be an effective teacher in the classroom and write one comment per sticky note.
2. In pairs or triads, share and place sticky notes in the appropriate boxes for the New Jersey Professional Standards for Teachers. (Template for activity is shown below.)
3. As a whole group, reflect and share answers to the following sample questions:
   - What teaching standards have the most notes? Why?
   - Do new teachers need to focus on certain teaching standards more during their first year of teaching? Why?
   - Did you notice any overlap where an idea might fit with several teaching standards? Why?

<table>
<thead>
<tr>
<th>Subject Matter Knowledge</th>
<th>Human Growth and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse Learners</td>
<td>Instructional Planning and Strategies</td>
</tr>
<tr>
<td>Assessment</td>
<td>Learning Environment</td>
</tr>
<tr>
<td>Special Needs</td>
<td>Communication</td>
</tr>
<tr>
<td>Collaboration and Partnerships</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

Source: Adapted with permission from New Teacher Center @UCSC.
District Mentoring Plan: Components of Mentor Training

RESOURCE 12: Sample Agenda: District Mentor Training

**Mentor Training I (Summer and September training)**
- Understanding the Regulations and State Guidelines
- Roles and Responsibilities of the Mentor
- Roles and Responsibilities of the Novice Teacher
- Roles and Responsibilities of the School Leader
- District Mentoring Plan
- Demographics and Needs of the New Teacher
- Adult Learning Theory

**Mentor Training II (October and November)**
- Communication and Listening Skills (journaling and dialogue)
- Confidentiality Issues
- Case Studies of New Teachers: Common Problems
- Conferencing Skills
- Observation

**Mentor Training III (January and February)**
(This module may include second year teachers.)
- A Peer Coaching Model
- Observation Models

**Mentor Training IV (March and April)**
(This module is done with the Mentor and Novice Teacher working as a team.)
- Designing an Effective Professional Growth Plan That Enhances an Individual's Professional Growth
- Professional Development Strategies (action research, study groups, etc.)

**Mentor Training for Novice and Veteran Teachers (Fall training)**
This training will incorporate the responsibility of novice teachers to keep a reflection journal as a way to build on successes and a piece communication with the veteran teacher.
- Communication with Journals
- Journal Activities

In addition, the District brings all new teachers to an inservice in August to discuss district policies and benefits, the mentoring program, professional growth opportunities, and the benefits of association membership.

*Source: Toms River School District, NJ. Used with permission.*
District Mentoring Plan: Components of Mentor Training

**RESOURCE 13: Sample Collaborative Assessment Log**

Name: _________________________________________________________________________________

Mentor: _______________________________________________________________________________

Grade Level/Subject Area: __________________________________________________________________

School: __________________________________________________   Date: ________________________

Check all that apply:

☐ Connecting with content standards  ☐ Analyzing student work
☐ Planning a lesson  ☐ Reflecting
☐ Connecting with professional goals  ☐ Communicating with parents
☐ Problem solving  ☐ Using technology
☐ Developing/reviewing professional goals  ☐ Modeling a lesson
☐ Classroom observation  ☐ Providing resources

What’s Working:

__________________________

Current Focus – Challenges – Concerns:

__________________________

Teacher’s Next Steps:

__________________________

Mentor’s Next Steps:

__________________________

Next meeting date: __________________  Focus: _______________________________

**Source:** Adapted with permission from New Teacher Center @UCSC.
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**RESOURCE 14: Sample Monthly Mentoring Documentation Log**

Type name of MENTOR: ___________________________________

Type name of NEW TEACHER: ___________________________________

A full visitation/demonstration lesson or conference must be 30 minutes minimum.

**VISIT = VISITATION TO CLASSROOM FOR OBSERVATION**
**DEMO = DEMONSTRATION LESSON PROVIDED**
**CONF = CONFERENCE**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Type of Contact</th>
<th>Summary/Comments/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Time # of Minutes</td>
<td>Visit</td>
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Building Administrator's Signature: ________________________________

*Source: Plainfield Public Schools, NJ. Used with permission.*
District Mentoring Plan: Components of Mentor Training

**RESOURCE 15: Sample Mentor-Novice Teacher Communication Log**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Activity Discussed</th>
<th>Topics</th>
<th>Initials</th>
<th>Comments (Optional)</th>
</tr>
</thead>
<tbody>
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</table>

*Source: MI-Map3.5 Mentoring New Teachers (pp. 31), by Michigan Department of Education Office of School Improvement. Used with permission.*
District Mentoring Plan: Components of Mentor Training

**RESOURCE 16: Sample Discussion Topics**

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

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

*Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 9), by Montclair School District, NJ. Used with permission.*
District Mentoring Plan: Components of Mentor Training

**RESOURCE 17: Sample Data Collection During Classroom Visitation**

- Teacher-Student Interactions
- Student Time on Task
- Verbal Flow
- Teacher Proximity to Students
- Wait Time
- Questioning Skills
- Reinforcement
- Use of Motivation
- Instructional Strategies
- Curriculum Approaches
- Teacher Expectations/Student Achievement
- Active Participation Techniques
- Gender Expectations/Student Achievement
- Particular Child or Small-Group Focus
- Overall Classroom Culture
- Other

*Source: MI-Map3.5 Mentoring New Teachers* (pp. 12), by Michigan Department of Education Office of School Improvement. Used with permission.
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RESOURCE 18: Sample Classroom Visitation Protocol

Teacher: __________________________ Date: __________________________

Lesson: __________________________ 

Starting Time: ____________________ Ending Time: ____________________

Standards (CCCS):
_____________________________________________________________________
_____________________________________________________________________

Lesson Objectives/Purpose: ______________________________________________________________________________________

Subject/Grade level: _______________________________________________________

Elements of Lesson Design

Anticipatory Set: ____________________________________________

Objective(s) and Purpose: __________________________________________
_____________________________________________________________________

Input: __________________________________________________________________

Modeling: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Checking for Understanding: ____________________________________________

Guided Practice: _______________________________________________________

Independent Practice: _________________________________________________
_____________________________________________________________________

Type of Instruction:
Lecture/presentation (L) Cooperative learning groups (CLG) Lecture with discussion (LWD)
Class discussion (CD) Hands-on activity/materials (HOA) Demonstration (D)
Paired discussion (PD) Assessment (A)

Technology Used: ____________________________________________________

Lesson: __________________________________________________________________

District Mentoring Plan: Components of Mentor Training

RESOURCE 19: Graphic of Collegial Coaching Cycle

Collegial Coaching Cycle

Post-Conference
- Reflection
- Feedback
- Adjustment / Support

Pre-Conference
- Focused questions
- Clarifications
- Identification of support strategies

TEACHER SUCCESS

STUDENT ACHIEVEMENT

Actions
- Observation
- Demonstration
- Review of student work
- Data collection

Source: Violet Mitchell and Plainfield Public Schools, NJ. Used with permission.
District Mentoring Plan: Components of Mentor Training

RESOURCE 20: Planning Conference Question Guide

Clarification of Lesson Goals and Objectives

- What is the intent of the lesson?
- What is meant by specific words in your statement of the lesson’s purpose?
- What assumptions are you making about the learners?
- What problems are you anticipating?
- How will you know when lesson plans are going well?
- How will you know when lesson plans are not going well?
- What events or actions will lead you to these conclusions?
- How will you adjust your lesson plan if students are not responding as you expected?
- What will students learn from the activities of the lesson?
- What do you anticipate that students will be doing during this particular activity?
- What will their overall expressions be as they do it?
- How do your behaviors influence the students’ behaviors?
- How will your behaviors be influenced by students?
- How will you determine if you are successful in achieving the goals and objectives of the lesson?
- What behaviors are you looking for in students if they achieve the goals and objectives?
- What makes you think that the student behaviors envisioned are appropriate for the goals and objectives?

Decisions about Instructional Strategies

- What strategies will you be using?
- What makes them appropriate for this lesson?
- What are you expecting students to do in each of the activities guided by your strategies?
- How will you assure that students are behaving in ways appropriate for achieving the learning outcomes?
- In what order will you conduct the strategies?
- Why this order?

Focus of the Observation

- What is it that needs to be observed?
- How can we best represent it?
- How will this representation tell us what we are looking for?
- How do I communicate feedback to you?

Needs of the Teacher and Affirmations for Accomplishment

- What anxieties are you experiencing?
- How can I help you feel more comfortable?
- Once again, what is it that you want me to look for?
- How can I best communicate it to you following the lesson?
- What would you like for me to do while the lesson is in progress?
- What, if anything, can I do prior to the lesson?

District Mentoring Plan: Components of Mentor Training

**RESOURCE 21: Reflection Time Question Guide**

**Lesson Purpose**
- What was the intent of the lesson?
- Why is it important to students?
- What will students gain from this lesson?
- How will it impact their thinking, their attitudes, or their abilities?
- What reasons exist for these beliefs?

**Teacher Development**
- How effectively did the teacher use the instructional practices?
- What was performed well?
- What needs further development?

**Effects on Students**
- In what ways do the practices employed enhance student learning?
- What basis is there for believing this?
- In what ways do the practices employed distract from the intended learning outcomes?
- What could be changed to better meet the needs of students or achieve the lesson outcomes?
- What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

**Collaborative Communications**
- Which of the issues are most important?
- Why are they important?
- What will be my coaching partner’s reaction to these issues?
- How can I describe these reflections to my coaching partner during the debriefing conference?

District Mentoring Plan: Components of Mentor Training

RESOURCE 22: Debriefing Question Guide

Statement of Discrepancies
- What did you expect to happen in this lesson?
- What did you plan to do in the lesson?
- What actually happened when you conducted the lesson?
- What issues would you like to focus on?
- Why do you want to focus on these issues?
- What do you hope to gain from our discussion?
- How will this assist you in your instructional development?
- In what way was conducting the lesson different from what you anticipated?
- What was different about your actions?
- What were you thinking about?
- Why did you change from your original plan?
- What was different in the student actions from what you anticipated?
- Why do you think the students responded in this manner?

Analysis of Teaching Actions
- What did you feel you did well during the lesson?
- Why do you think it was necessary for you to do that?
- What were you having difficulty with?
- Why do you think that was difficult or not handled as effectively as you would have liked?

Generation of Solutions and Effects
- In what way was the situation or experience problematic for you as it evolved?
- Why did this bother you?
- What do you think you should do to change?
- If you change, what do you think will result in terms of students, you, and future instructional events?
- Why is this change important to you?
- How do you plan to implement this change?
- What problems do you think you will have? Why?
- What benefits will be derived from this change?
- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?
- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

District Mentoring Plan: Components of Mentor Training

RESOURCE 23: Sample Individual Growth Plan 1

Name: __________________________________________  Position: _______________________________

Building: ________________________________________  District: _______________________________

Planning Cycle: Beginning Month/Year: ____________________  Ending Month/Year: ____________________

I. Goal Statement: (Where do I want to go?)

   Goal Statement:

   Professional teaching standard/s addressed:

II. Current Status: (Where am I now?)

   Provide description of why you selected this goal. Make the justification as quantifiable as you can.

III. Action Steps (How will I get there?)

   (e.g., study group, workshops, books, videos, serve on committee, peer coaching, college course,
   action research, conferences, learning partner, on-line network, etc.)

IV. Resources Needed

   (Time, money, or people)

V. Timeline for Completion

   (Estimate the time of completion for each activity. May modify in column VII.)

VI. Evidence Collected (How will I know I’m there?)

   (e.g., student work samples, video, etc.)

VII. Revisions Needed & Why

Source: Udelhofen, S. & K. Larson. The Mentoring Year: A Step-by-Step Program for Professional Development
District Mentoring Plan: Components of Mentor Training

**RESOURCE 24: Sample Individual Growth Plan 2**

Standard:

Criterion:

Strengths in this area:

Challenges in this area:

What is the critical question, directly relevant to your classroom assignment, which will focus your professional growth activities and increase your capacity to impact student learning?

Based on your critical question, what specific new learning will you need to build your capacity in this area?

Discuss and list resources (courses, articles, books, peers, videos, etc) that could be helpful in achieving your goal:

What activities will you engage in to facilitate your learning? How and when do you plan to engage in the described learning activities?

How will you check to see if this learning has had a positive impact on student learning in your classroom?

District Mentoring Plan: Components of Mentor Training

**RESOURCE 25: SMART Goal Framework**

Directions: Complete the following SMART goals chart to determine if the goal is specific, measurable, achievable, relevant and tactically sound.

My proposed goal:

<table>
<thead>
<tr>
<th>SMART Goal Criteria</th>
<th>How the Goal Meets the SMART Goal Criteria</th>
</tr>
</thead>
</table>
| **S** Specific, standards-based | • Clearly focused on what is to be accomplished and why this is important  
  • Based on standards for good teaching (NJ Professional Standards for Teachers, NBPTS)  
  • Based on what must be accomplished, not how it is to be accomplished. |
| **M** Measurable | • Must entail identifiable evidence of achievement  
  • Must be based on results |
| **A** Achievable | • Must be attainable within the time frame and resources available – must be within reach |
| **R** Relevant | • Must address clear evidence of need based on multiple sources of data  
  • Must be based on increased student learning. *How will meeting this goal help students?* |
| **T** Tactically sound | • Must identify the barriers and challenges in the process of meeting this goal. *Is it possible to overcome these barriers in the process of meeting this goal?* |

# District Mentoring Plan: Components of Mentor Training

## RESOURCE 26: Sample of Mentor-Novice Teacher Interaction

<table>
<thead>
<tr>
<th>Novice Teacher Information</th>
<th>Mentor Teacher Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ______________________</td>
<td>Name: ______________________</td>
</tr>
<tr>
<td>District: __________________</td>
<td>District: __________________</td>
</tr>
<tr>
<td>School: ___________________</td>
<td>School: ___________________</td>
</tr>
<tr>
<td>Subject/Grade Level: _______</td>
<td>Subject/Grade Level: _______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information</th>
<th>Type of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Contact: __________________</td>
<td>□ One-on-one</td>
</tr>
<tr>
<td>Beginning Time: ___________________</td>
<td>□ Drop in visit</td>
</tr>
<tr>
<td>Ending Time: ______________________</td>
<td>□ Journal</td>
</tr>
<tr>
<td>Total Time: ______________________</td>
<td>□ Phone call</td>
</tr>
</tbody>
</table>

Contacted initiated by:  
☐ Novice teacher  ☐ Mentor teacher

Questions/Issues to Address with Mentor:

Ideas Generated During Interaction:

Practical Applications:

District Mentoring Plan: Components of Mentor Training

### RESOURCE 27: Sample Interaction Contact Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Beginning Time</th>
<th>Ending Time</th>
<th>Total Time</th>
<th>Contact Initiated By Novice Teacher or Mentor</th>
<th>Type of Contact (e.g., one-on-one, phone call, e-mail, journal, drop-in visit, classroom observation, conference)</th>
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