

Perth Amboy Public Schools



Middlesex County

District

Novice Mentor Teacher Training Plan

2021-2022

Submitted by:

Perth Amboy Public School District

District Mentor Team

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“Mentors are critical to the induction of beginning teachers, and having a clear understanding of how they can support beginners in a holistic way is critical to mentor training and the development and retention of novices.”

Israel, M, Kamman, M, McGray, E, Sindelar, P,
(2014). “Mentoring in Action: The Interplay
among Professional Assistance, Emotional
Support, and Evaluation. Exceptional
Children

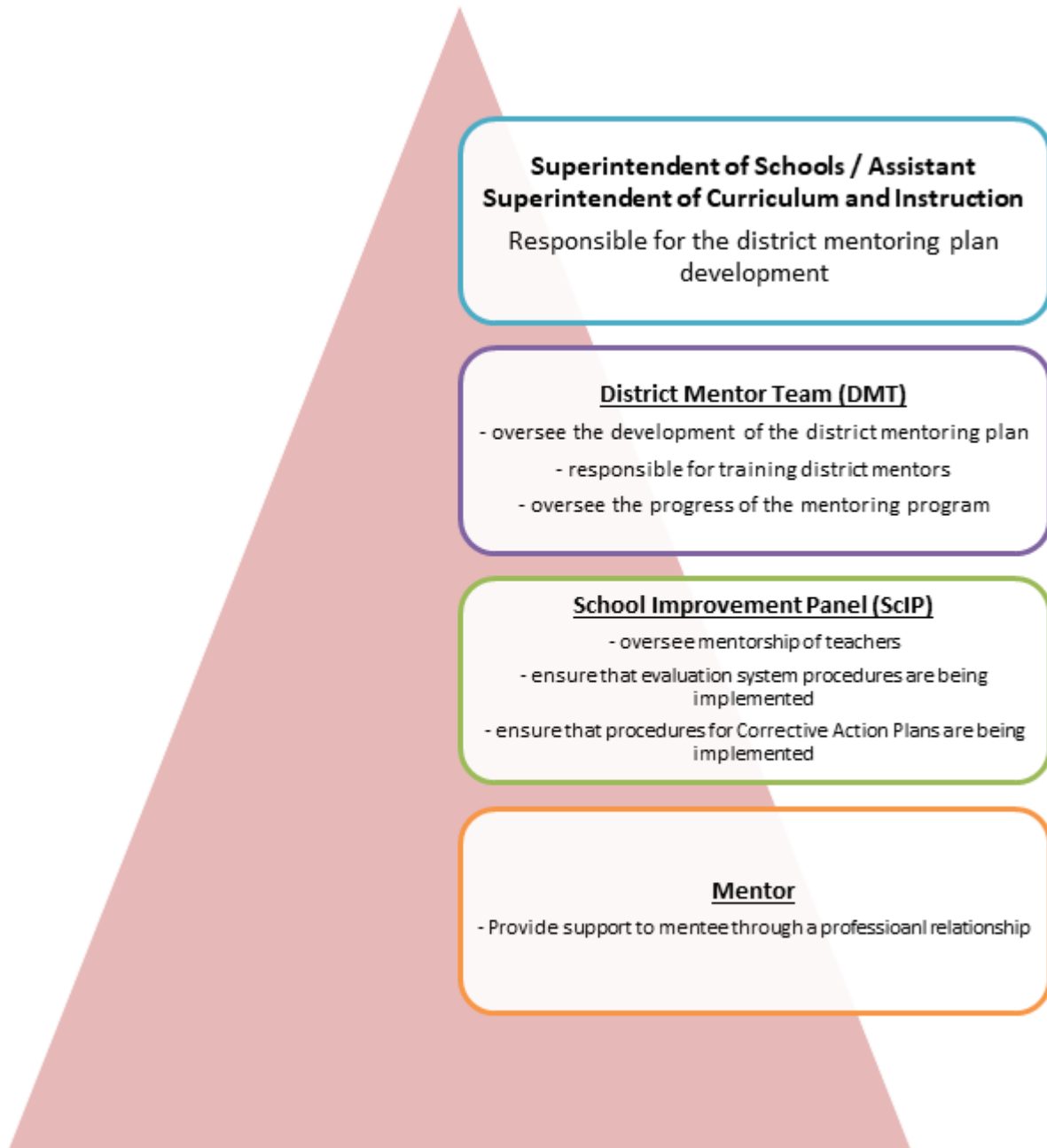


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Vision and Goals

The Perth Amboy School District Mentee / Mentor Teacher Training Plan aims to create a collaborative and supportive environment that supports academic excellence, highly effective professional staff, and the reduction of new teacher attrition.





Mentor Selection

Mentor Criteria

An internal posting will be publicized in each school

All teachers will be able to apply to be considered as a mentor if they:

- Demonstrate a record of success in the classroom
- Have earned a summative rating of highly effective or effective on most recent summative evaluation
- Must be tenured in Perth Amboy School District
- Understand and demonstrate the norms of the district, school, and Community
- Demonstrate participation in a professional school community
- Understand resources and opportunities available and is able to act as a referral source

Mentoring Selection Process:

The District Mentor Team in conjunction with building Principal / Directors screens and selects the best qualified teachers that apply to be mentors

Institutional review of Mentors by Superintendent of Schools

Board Approval of Mentors

Training of Mentors (If the district closes due to an unforeseen reason, the plan will go virtual-zoom, virtual training, online)



Mentor Training

Mentor Training:

Mentors are required to attend an in-depth training session (If the district closes due to an unforeseen reason, the plan will go virtual-zoom, virtual training, online). A Mentor Handbook is provided to support ongoing mentoring efforts. Training includes:

- The NJ Professional Standards for Teachers
- Classroom observation skills
- Leading reflective conversations about practice
- Thorough working knowledge of the Danielson Framework and its application within the district's evaluation system

Mentee Training:

Mentees entering their first year of teaching are required to participate in a formal mentoring program (If the district closes due to an unforeseen reason, the plan will go virtual-zoom, virtual training, online) over the course of their first year of teaching and additional content training sessions. All new staff must attend New Staff Orientation. Learning components of New Staff Orientation and the first two professional development days include:

- Introduction to the district community
- New evaluation system training
- Curriculum training aligned to the NJ Student Learning Standards
- Mandated policy training
- Project Day

The Danielson Framework for Teaching

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
<ul style="list-style-type: none">a. Demonstrating knowledge of content and pedagogyb. Demonstrating knowledge of studentsc. Setting instructional outcomesd. Demonstrating knowledge of resourcese. Designing coherent instructionf. Designing student assessments	<ul style="list-style-type: none">a. Creating an environment of respect and rapportb. Establishing a culture for learningc. Managing classroom proceduresd. Managing student behaviore. Organizing Physical Space
Domain 3: Instruction	Domain 4: Professional Responsibilities
<ul style="list-style-type: none">a. Communicating with studentsb. Using questioning and discussion techniquesc. Engaging students in learningd. Using assessment in instructione. Demonstrating flexibility and responsiveness	<ul style="list-style-type: none">a. Reflecting on Teachingb. Maintaining Accurate Recordsc. Communicating with Familiesd. Participating in a professional communitye. Growing and developing professionallyf. Showing professionalism

Mentoring Duration Requirements

District boards of education must provide one-to-one mentoring support to novice provisional teachers for the first year of their employment, which is defined as a minimum of 30 weeks.

The mentor teacher and the mentee holding a Certificate of Eligibility with Advanced Standing (CEAS) or a Certificate of Eligibility (CE) must meet at least once per week.

One-to-one mentoring that includes planned, remotely between the mentor teacher and the provisional teacher holding a CE or EAS must occur over the course of the academic year (a minimum of 30 weeks), or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.

One full hour of uninterrupted mentor / mentee meeting before or after school



Roles and responsibilities:

The following roles and responsibilities were established by former district mentors and novice teacher after reflecting upon their experiences together:

- Collaborate with your assigned mentor
- Participate in all training sessions designed for novice teachers throughout the year
- Develop a plan for meeting with your mentor teacher, meeting on a regular basis
- Take the Beginning, Middle, and End of the Year Teacher Self-Assessment and share with mentor
- Collaborate with your mentor to maintain a log of weekly meetings
- Observe your mentor teacher and other effective teachers in your school or those within district
- Utilize the expertise of supervisors, instructional leaders and building principals
- Model a spirit of professionalism
- Seek out your mentor for answers to questions that may arise
- Attend End of Year-Project Day Celebration





Action Plan Implementation

Yearly Mentor Action Plan / Implementation

Date	Description
August	Mentor Selection and Training
August	Update the Mentor Plan Handbook and contract to meet ACHIEVENJ regulations
August	District Mentor Trainer meeting to update committee responsibilities and plan for mentor training
August	New Teacher Orientation and Professional Development
October	Mentoring Training
Quarterly	Mentor support Meeting with Principals
Quarterly	Mentee support meeting with Principals
December	Mentoring committee meeting to review evaluation of Mentee
January	Meeting with Principals to review evaluations and recommendations for non-renewal/additional supports needed for Mentees
March	Peer support group meeting (Mentors and Mentees)
April	Mentor/Mentee Survey
May	End of year Mentor/Mentee Project Day
June	Mentor Selection and Training for 2022-2023 school year



Declaration of Intent to Mentor

I, _____, accept the assignment as Mentor for _____
at the _____ during the period of _____ to
_____ at a stipend of _____ as articulated in the contract for
the 2021-2022 school year. I understand and accept the following responsibilities:

To attend mentor workshops required by the district,

To relinquish one hour of time per week to formally confer with my mentee as well as making myself accessible on an informal basis during times which are outside my contractual working time (before school or after school, meeting during lunch and prep not permitted),

To document the conference time, I give to the mentee as to date duration, and topics discussed,

To apprise my mentee of district and school procedures and policies,

To provide support and guidance to my mentee through the year in the areas of management, instruction, and resources,

To encourage continuous learning,

To demonstrate high standards and work ethics that promotes excellence in teaching,

To respect the confidential nature of the mentor / mentee relationship.

Mentor's Signature: _____

Date: _____



Mentor's Checklist

At the outset of a school year mentees are often overwhelmed with a large set of questions that the experienced teacher takes for granted: How do I set up a grade book? How do I get things photocopied? Where is the nurse's office/ teacher's lunchroom / music room / gym, etc. How do I access student supplies (paper/pencils, computer ink, computer log in, etc.)? When / where are common planning / grade level meetings? It is important for mentors to anticipate and address these concerns. Below is a checklist of basics that a mentee must know in order to function smoothly.

Beginning Items:

- Setup classroom
- Cumulative folders
- Class lists
- Where to find student textbooks
- Teacher Manuals
- How to get additional student desks/chairs
- Where to park
- Dress Code
- Room/building keys
- Use of copy machines
- Ordering/obtaining supplies
- Resources materials (leveled books/math manipulatives)
- School calendar
- Arriving late or early
- Obtaining a substitute teacher
- Staff handbook
- Hall passes
- Outgoing mail
- Inter-school mail

Locations:

- Overview of school layout
- Main Office
- Restrooms
- Counselor's Office
- Media center and conference rooms
- Nurse's Office
- Social worker/crisis counselor's office
- Special education rooms
- Computer labs
- Playground access
- Lost and found
- First aid supplies

Staff:

- Administrators / supervisors
- Grade level/department teachers
- Secretaries
- Psychologist
- Counselors
- Social Worker
- Custodians
- Security
- Kitchen/lunch staff
- Paraprofessionals
- Professionalism-if you have a problem, tell someone. Learn who to ask for help.
- Teacher issues-communicate with administrators

Procedure:

- Assembly responsibilities
- Bus/hall duty
- Access to phone
- Voicemail/email
- Long distance calls
- Visitors at work
- Lesson plans
- Computer use
- Library use
- Checking voicemail
- Checking email
- Emergency action/lockdown plan

Settling In:

- School happenings

- Field trips
- Visitors in hallway
- Reporting abuse/DYFS
- Child study meetings
- Attendance
- Announcements
- Tornado/fire drill/early closings/inclement weather closing/late openings
- Bomb threats
- End of period/day dismissal
- Tardiness
- Accidents
- Fighting
- Faculty meetings/building committees
- Safety issues for teachers
- Health issues w/students in the classrooms (fainting/vomiting/seizure/medications/etc.)

Curriculum/Grading:

- Define department/grade level curricula
- Location materials to support curriculum
- Setting up grade book
- Midterm grading procedures
- Grading policies and reports
- Grade level grading criteria
- Grade level benchmark assessments

Parent Contact:

- Open house
- Music/Gym programs
- Parent/Teacher Conferences-Professionalism-what to say and what not to say-the conference is about the student
- Calling parents
- Documentation of parent contact
- Positive/complimentary notes/cards
- Sending information/newsletters home

Teacher Needs:

- District salary guide lane changes
- Procedure for graduate course application
- Licensure
- Union meetings

- Union building representatives
- Contract negotiations
- Sick Leave
- Personal Leave
- Bereavement Leave
- Emergency absence
- Grievance procedures
- Evaluation procedures
- Professional development-how to apply for workshops
- Building staff procedures
- How to communicate with administration
- What to do if a teacher is injured by a student

End of Year:

- Final benchmark / end of course tests
- Final grades and reports
- Permanent record cumulative folders
- Sort and organize personal materials
- Return building and district materials
- Building inventories
- Year-End checklists

Items to be submitted:

- Frontline-Professional Growth – Mentor Logs/Mentee Log



Perth Amboy Public Schools Mentor / Mentee Survey

Welcome to the PAPS New Teacher Mentor Survey. Thank you for participating in this survey regarding the Perth Amboy Public Schools Program. You have received this survey because you are a mentor / mentee and agreed to complete evaluations and surveys. The information you provide regarding your involvement in the mentoring program will help us to make meaningful program improvements. All information provided will be anonymous.

*** Required**

1. Are you a mentor or mentee? *

Mark only one oval.

mentor

mentee

2. School Location *

3. Grades / Specialty Area - you are currently teaching. *

Check all that apply.

Early Childhood

Elementary School

Middle School

High School

Education Center / PLA



4. What content area(s) have you taught or are currently teaching? Mark all that apply. *

Check all that apply.

- Elementary - multiple subjects (do not mark others)
- English Language Arts
- Mathematics
- Science
- Social Studies
- Fine, Visual and Performing Arts
- Foreign Language
- Health
- Physical Education
- Bilingual / Dual Language / ESL
- Special Education
- other (please specify)

5. Where is your mentor / mentee located? *

Check all that apply.

- your home school
- another school
- Other: _____

6. Typically, how long is an average weekly meeting with your mentor / mentee? *



7. How effective was the time you spent with your mentor / mentee with enhancing skills in the following areas? *

Mark only one oval per row.

	Not at all	Somewhat effective	Effective	Very effective	Does not apply
Observing Master / Veteran teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observations and feedback provided by mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locating resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Planning with mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching mentor demonstrate teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-teaching with mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing meaningful professional goals and student learning growth goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection and analysis of student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning for differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking through challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning with the NJSLA Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



9. How can Perth Amboy Public Schools continue to support new teachers? *

10. Overall, to what degree do you think the mentorship had an impact on professional development? *

Mark only one oval.

- None at all
- Hardly any
- Some
- Quite a bit
- A great deal

11. Mentors ONLY: Please rate your agreement with the following statements: *

Mark only one oval per row.

	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply
Overall, the mentoring program helped me in developing my mentoring skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am clear about the expectations for my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My initial training was sufficient to get me started	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-going training through mentor professional development (forums) has helped me be effective in my job as a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking with other mentors has been instrumental in helping me be a more effective mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Mentoring Committee News

Building Level Mentor / Mentee Meetings

Mentor and Mentee Mid-Year Meetings

Dear Principals,

As part of the mentoring program principals should conduct a mid-year check-in with both the mentors and mentees. This meeting should occur separately so that you can learn the needs of both groups. Please use this time to hear about their progress, their needs, answer any questions they have, and / or contact the mentoring committee for possible areas of support.

Talking Points for Mentor Meeting

It is important to remember that these meetings are about global concerns / feedback. Mentors should not discuss individual struggles with administrators as their role is to be a sounding board / confidant to the novice teacher.

- What are some successes you have had this year as a mentor?
- What do you feel your mentees need more of?
- How can the building better support you as a mentor or for novice teachers?
- How can the mentoring committee better support you as a mentor or for novice teachers?
- What are your biggest challenges as a mentor?



Talking Points for Mentee Meeting

It is important to remember that these meetings are about global concerns / feedback.

- What are some successes you have had this year as a new teacher?
- In the category of instruction - are there any areas you feel you could benefit from more support?
For example: lesson planning, student engagement, classroom management, programs, etc.
- How can the building better support you as a new teacher?
- How can the mentoring committee better support you as a new teacher?
- What are your biggest challenges as a new teacher?

Feedback from meetings

Please provide us with any feedback / ideas shared from both the mentor and mentee meetings. This will help inform future professional development and the mentoring program.

Mentor / Novice Teacher Feedback Form: <https://goo.gl/forms/j4hQkSWRauf5Qi8x2>



The image shows a screenshot of a Google Form. The background of the form is a close-up photograph of a yellow flower. The form title is "Mentor / Mentee Meeting Feedback". Below the title, there is a text prompt: "Mentor Feedback: Please provide us with any information the mentors provided you with in terms of support needed as a mentor (building or committee). This can be in list form." At the bottom of the form, there is a text input field with the placeholder text "Your answer".

Mentor / Mentee Meeting Feedback

Mentor Feedback: Please provide us with any information the mentors provided you with in terms of support needed as a mentor (building or committee). This can be in list form.

Your answer