

# Perth Amboy Public Schools



Middlesex County

District Novice Mentor Teacher Training Plan

2022-2023

Submitted by:

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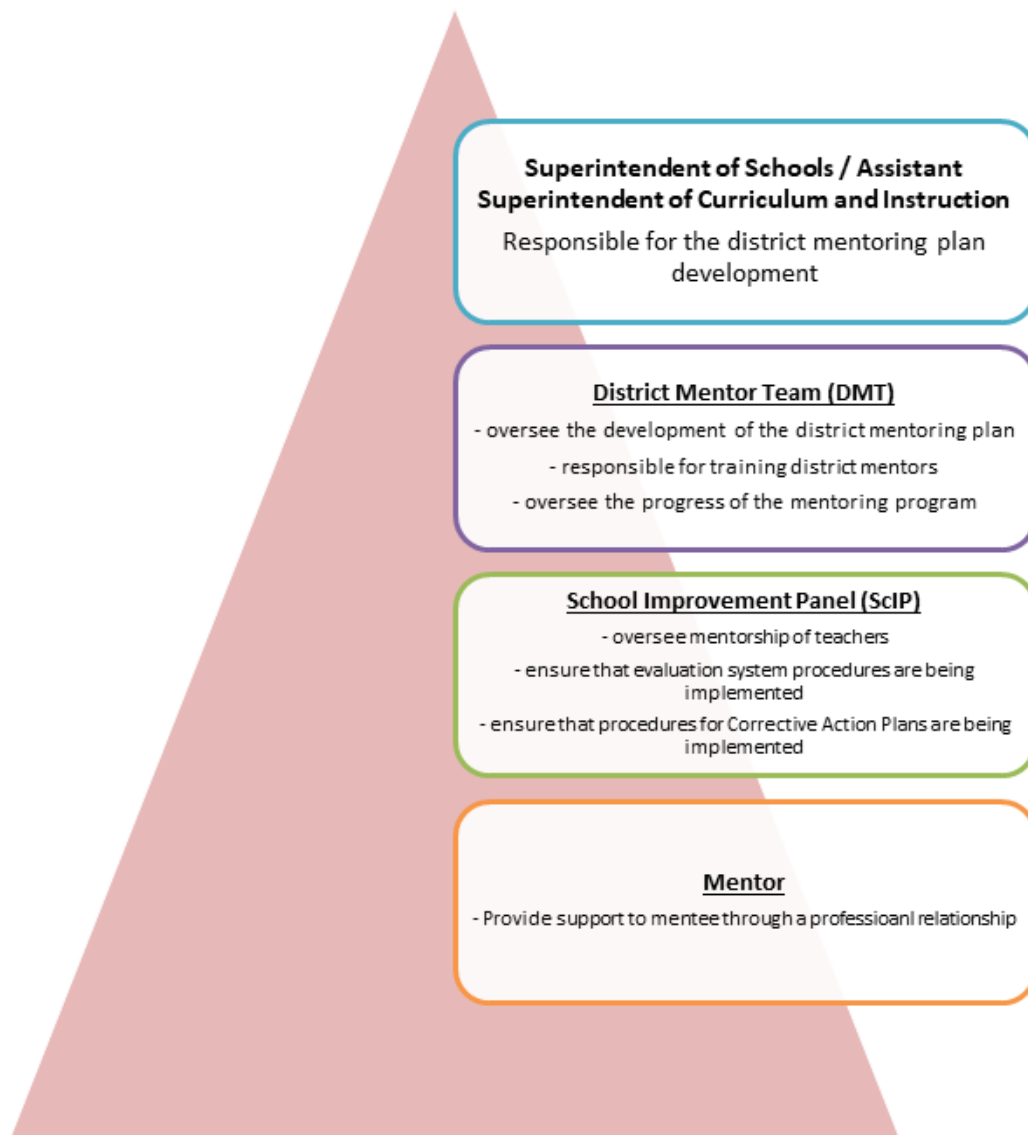
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## Vision and Goals

*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., et al*

The Perth Amboy School District Novice 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 Criteria and Selection**

### **Mentor Criteria**

All teachers are eligible to apply as a mentor if they:

- Demonstrate a record of success in the classroom
- Have earned a summative rating of highly effective or effective on the most recent summative evaluation
- Have obtained tenure in the Perth Amboy Schools District
- Understand and demonstrate the norms of the district, schools, and community
- Participate in the professional school community
- Know of resources and opportunities available to assist novice teachers

### **Mentor Selection Process**

To select a mentor, the District Mentor Team will do the following:

- Internally publicize the mentor position
- Screen possible mentors for the best-qualified teachers
- Consult with Principals on potential mentors
- Provide a list of potential mentors to the Superintendent for review
- Submit potential mentors names for Board approval



## **Mentor and Mentee Training**

### **Mentor Training**

Mentors are required to attend an in-person, in-depth training session. If the district closes due to an unforeseen circumstance, the training will take place virtually. Mentors are furnished with a handbook at the training to provide further information to assist in their mentoring efforts. The District training addresses the following but not limited to:

- The New Jersey Professional Standards for Teachers
- Classroom observation skills
- Leading reflective conversations about practice
- The Danielson Framework for Teaching and its application with in the district's evaluation system

### **Mentee Training**

Mentees entering their first year of teaching are required to participate in a formal mentoring program over the course of their first year of teaching. In this mentor program, mentees will attend a New Staff Orientation and additional professional development meetings. Learning components of New Staff Orientation and the professional development days will include but not limited to:

- Introduction to the district community
- Information on the teaching evaluation process and system
- Training on curriculum alignment to the New Jersey Student Learning Standards
- Mandated policy training
- Project Day



## The Danielson Framework for Teaching

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: Classroom Environment</b>
<ul style="list-style-type: none"><li>a. Demonstrating knowledge of content and pedagogy</li><li>b. Demonstrating knowledge of students</li><li>c. Setting instructional outcomes</li><li>d. Demonstrating knowledge of resources</li><li>e. Designing coherent instruction</li><li>f. Designing student assessments</li></ul>	<ul style="list-style-type: none"><li>a. Creating an environment of respect and rapport</li><li>b. Establishing a culture for learning</li><li>c. Managing classroom procedures</li><li>d. Managing student behavior</li><li>e. Organizing Physical Space</li></ul>
<b>Domain 3: Instruction</b>	<b>Domain 4: Professional Responsibilities</b>
<ul style="list-style-type: none"><li>a. Communicating with students</li><li>b. Using questioning and discussion techniques</li><li>c. Engaging students in learning</li><li>d. Using assessment in instruction</li><li>e. Demonstrating flexibility and responsiveness</li></ul>	<ul style="list-style-type: none"><li>a. Reflecting on Teaching</li><li>b. Maintaining Accurate Records</li><li>c. Communicating with Families</li><li>d. Participating in a professional community</li><li>e. Growing and developing professionally</li><li>f. Showing professionalism</li></ul>



## **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. If the novice provisional teacher holds a part-time teaching position, the duration of the mentorship will be longer.

The mentor and the mentee, who holds a Certificate of Eligibility with Advanced Standing (CEAS) or a Certificate of Eligibility (CE), are required to meet at least once a week for the duration of the mentorship.

The required weekly meeting between the mentor and mentee must be one full hour. The meeting may take place before or after school, during lunch and/or a combination of all three. Teachers are not permitted to meet during their preparatory periods.



## **Mentor and Mentee Roles and Responsibilities**

Reflecting on their experiences together, former district mentors and mentees developed the following mentor and mentee roles and responsibilities:

- Mentee should collaborate with your assigned mentor
- Mentees should participate in all training sessions designed for novice teachers throughout the year
- The mentor and mentee should collaborate in developing a schedule for the weekly meetings.
- Mentees should complete the Beginning, Middle, and End of the Year Teacher Self-Assessment and share the results with your mentor
- Mentors and mentees must maintain a weekly collaborative log on their meetings
- Mentees should observe their mentor teachers and other effective teachers within the school and district, if possible
- Mentors should utilize the expertise of supervisors, instructional leaders and building principals when needed
- Mentors should be model a spirit of professionalism
- Mentees should answer any questions that may arise from their mentor.
- Mentors should attend the Project Day Celebration with their mentee.





## Action Plan Implementation

<b>Time Period</b>	<b>Subject</b>
August	Mentor Selection and Training
August	Update the Mentor 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 Mentees' evaluations
January	Meeting with Principals to review evaluations and recommendations for non-renewal and 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 2023-2024 school year



## Appendix A

### 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 2022-2023 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 make myself accessible on an informal basis during times that are outside my contractual working time (before school & after school). Prep is considered time inside the contractual working time. \*Lunch time can be used for mentoring meetings if both parties are in agreement and have similar timeframes to meet.
- To document the conference time, I give the mentee as date duration, and topics discussed,
- To apprise my mentee of these district and school procedures and policies
- To provide support and guidance to my mentee throughout 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: \_\_\_\_\_



## Appendix B

### 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 basic information that a mentee should know in order to function smoothly.

#### Beginning Items:

- Setup classroom
- Cumulative folders
- Class lists
- Textbooks and other instructional resources
- Teacher Manuals
- How to obtain additional student desks/chairs
- Where to park
- District Dress Code
- Room/building keys
- Use of copy machines
- Ordering/obtaining supplies
- School calendar
- Arriving late or early
- Obtaining a substitute teacher
- Staff handbook
- Hall passes
- Outgoing mail
- Inter-school mail

#### Building Locations:

- Overview of school layout
- Main Office
- Faculty and student restrooms
- Guidance counselor's Office
- Media center



- Conference rooms
- Nurse's Office and first aid supplies
- Social worker/crisis counselor's office
- Special education rooms
- Computer labs
- Playground access
- Lost and found

#### Building Staff:

- Building 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

#### Building Procedures:

- Assembly responsibilities
- Bus/hall duty
- Access to phone - local and long distance calls
- Checking Voicemails
- Sending and checking emails
- Visitors at work
- Lesson plans
- Computer use
- Library use
- Emergency action/lockdown plan
- School happenings
- Field trips
- Visitors in hallway
- Reporting abuse/DYFS
- Child study meetings



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

#### Curriculum/Grading:

- Location of department/grade level curricula
- Location materials to support curriculum
- Setting up grade book
- Grading policies and procedures
- Grading 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 Contract:

- 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

#### Closing the 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



## Appendix C

### Mentor/Mentee Survey

#### 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? \*

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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"/>



## Appendix D

### Principal's Mentee Meeting Broadcast

# 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>

**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