

***LAUREL SPRINGS SCHOOL DISTRICT***

Camden County  
Laurel Springs, New Jersey

***MENTOR PLAN***

## Table of Contents

1. DISTRICT PROFILE:	
A. District Profile Sheet.....	3
B. LPDC Sign Off Sheet.....	4
C. Board Approval.....	5
2. STANDARDS FOR REQUIRED PROFESSIONAL DEVELOPMENT OF TEACHERS .....	6
3. VISION & GOALS.....	8
4. MENTOR SELECTION .....	9
5. ROLES & RESPONSIBILITIES.....	10
6. PROFESSIONAL LEARNING	
A. Professional Learning for Mentors .....	12
B. Professional Learning for Novice Teachers.....	13
7. ACTION PLAN FOR IMPLEMENTATION .....	17
8. RESOURCE OPTIONS USED .....	18
9. FUNDING RESOURCES .....	19
10. PROGRAM EVALUATION.....	20
11. PROSPECTIVE MENTOR QUESTIONAIRRE .....	21
12. IMPORTANT DATES .....	22
13. IMPORTANT DATES .....	22
14. MENTOR LOGS .....	22

# **Plan Approval and the Local Board of Education**

## **District Profile Sheet**

The district profile sheet reflects the mentoring data for the **current** school year.

Name of District: **Laurel Springs**

District Code: **2540**

District Address: **623 Grand Avenue Laurel Springs, NJ 08021**

Chief School Administrator: **Mr. Thomas Attanasi**

Mentoring Program Contact: **Mr. Thomas Attanasi**

Mentoring Program Contact Phone Number: **856-783-1086**

Type of District: **K-6**

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: \_\_\_\_TBD\_\_\_\_

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: \_\_\_\_TBD\_\_\_\_

Number of novice special education teachers with a standard license: \_\_\_\_TBD\_\_\_\_

Number of Mentors: \_\_\_\_TBD\_\_\_\_

## LPDC SIGN OFF SHEET

Name of District: **Laurel Springs**

County: **Camden**

### Professional Staff Members Elected to Committee:

\_\_\_\_\_: Mrs. Lucinda Garvey\_\_\_\_\_Teacher

\_\_\_\_\_: Mrs. Kelly Ingenito\_\_\_\_\_Teacher

\_\_\_\_\_: Mr. Brian Hofacker\_\_\_\_\_Teacher

\_\_\_\_\_: Mrs. Kasey Rabena\_\_\_\_\_Teacher

### Administrator Appointed to Committee:

\_\_\_\_\_: Mrs. Deborah McLaughlin\_\_\_\_\_Director of Special Education

\_\_\_\_\_: Mr. Ryan Mahlman\_\_\_\_\_Principal

Contact Person: Email: Rmahlman@laurelspringschool.org\_\_\_\_\_ Phone: (856) 783-1086

# **LAUREL SPRINGS SCHOOL DISTRICT**

## **Plan Approval and the Local Board of Education**

District Board of Education Approval Notification:

County Superintendent

The Laurel Springs Board of Education has reviewed and approved the local mentoring plan developed by the Laurel Springs Local Professional Development Committee. The Laurel Springs Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J.A.C. 6A: 9-8.4.

A copy of the district profile sheet along with this board of education's review of the plan has been attached.

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(Signature of Board of Education President)

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(Signature of Board of Education Vice-President)

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

## **Standards for Required Professional Development of Teachers**

1. Enhances knowledge of subject content
2. Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential.
3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership
4. Encourages educators to develop a variety of classroom based assessment skills
5. Provides for integrating new learning into the curriculum and the classroom
6. Is based on knowledge of adult learning and development
7. Is periodically assessed to show its impact on teaching practice and/or student learning
8. Results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system
9. Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans
11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development
12. Empowers educators to work effectively with parent and community partners

<http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf>

## **Eight Key Elements of High Quality Professional Development for Teachers from the Elementary and Secondary Act (No Child Left Behind)**

- 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 school curriculum.

# VISION AND GOALS

## RATIONALE:

The **Laurel Springs School District** has developed this mentor plan for novice teachers to meet the statutory requirements for Provisional Teachers Administrative Code (6:11-4.3, 6:11-13, 6:11-13(d)). The purpose of this mentoring program is to provide new teachers the opportunity for ongoing support, collegial conversations, supervision, and evaluation by a professional support team. The support team consists of a mentor, school leaders, and district administrators.

## VISION:

*"The vision of the Laurel Springs School District mentoring program to provide meaningful support, feedback and encouragement for new staff, so they will in turn become highly effective educators professionally, academically, socially, and emotionally."*

The **Laurel Springs School District** strives to uncompromisingly build the learning capacity of our novice teachers thereby enhancing the profession of teaching which will manifest in the achievement of optimal student growth and development.

## GOALS:

- To enhance teacher knowledge and use of exemplary instructional strategies related to the New Jersey Student Learning (NJSLS) and the New Jersey Core Curriculum Standards (NJCCS) in order to facilitate student achievement.
- To identify exemplary teaching skills and research-validated practices necessary to acquire and maintain excellence in teaching.
- To assist novice teachers in the performance of their professional duties as they embrace the challenges of teaching.
- To encourage novice teachers to reflect on their practices as part of their professional development.



# **MENTOR SELECTION**

## **CRITERIA:**

- Tenured teaching with successful teaching experience
- Has the ability to be fair and supportive
- Is willing to attend district mandated mentor training
- Has demonstrated a high degree of professionalism and confidentiality
- Is sensitive to the needs of others
- Is knowledgeable about grade level/content/ district policies
- Demonstrates leadership capacity and eagerness to learn
- Accurately completes the Mentor Application Forms

## **MENTOR SELECTION PROCESS:**

- In the spring of each school year, an invitation and application to become a mentor is sent to all experienced staff by the Curriculum Office
- Each teacher(s) will submit the application to the building principals.
- The building principals will approve the list of interested staff to become mentors and forward the list to the Curriculum Office.
- The building principals shall submit mentor recommendations to the Superintendent for Board of Education approval.
- The building principals will assign the mentor to the novice at the point of hire by the Board of Education.

# **ROLES AND RESPONSIBILITIES**

The **Laurel Springs Public School District** has several stakeholders who participate in the district's mentoring and induction program. This commitment from all stakeholders ensures that mentors receive the training they need to provide support and guidance to the novice teachers.

## **ROLES AND RESPONSIBILITIES OF THE BOARD OF EDUCATION:**

- Provides funding for the district mentoring program
- Supports the district mentoring program
- Reviews and approves the district's induction program
- Reads articles to understand the latest research on mentoring new teachers

## **ROLES AND RESPONSIBILITIES OF THE SCHOOL LEADERS:**

- Inform novice teachers about the mentoring program and the New Jersey Provisional Teacher Program
- Select mentors based upon application criteria
- Matches mentors and novice teachers considering years of experience, teaching assignment, proximity, and personality
- Respects the confidentiality of the mentor-novice relationship
- Contributes to the ongoing program evaluation
- Supports and encourages qualified teachers to apply to become mentors
- Supports the mentor-novice teacher relationship by scheduling time to plan together, observe each other, and conference
- Coordinates and participates in orientation and other workshop sessions for novice teachers
- Creates and supports a professional learning community that enhances the mentor-novice teacher relationship

## **ROLES AND RESPONSIBILITIES OF THE MENTOR:**

- Devote time before school, after school, or during free time within the school day to meet with the novice teacher.
- Hold a minimum of two informal meetings each week to discuss the new teacher's questions, needs, and experiences.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching techniques (this may include demonstration lessons).
- Visit the novice teacher's classroom for the purpose of non-evaluative observation and the provision of feedback, coaching, and support.
- Be accessible for informal support, consultation, and orientation of the novice teacher about district and school policies, procedures, and expectations.
- Keep a log of times and dates of all contacts with the novice teacher using the district form. The mentor and novice teacher must sign the log at the end of the mentoring experience.
- The completed signed log must be submitted to the building principal before payment of the mentor fee will be authorized.

## **MENTORS MAY ASSIST THE NOVICE TEACHERS IN A VARIETY OF AREAS:**

- Curriculum Development
- Lesson and Unit planning
- Teaching Methodology
- Classroom Management and Discipline
- Student Development
- School Policy and Culture
- Classroom Observation
- Coaching
- Individual Consultation
- Establishing Working Relationships
- Networking
- Modeling

## **ROLES AND RESPONSIBILITIES OF THE NOVICE TEACHERS:**

- Attend all scheduled mentor/novice sessions
- Maintain ongoing lesson plans following district format and documenting the CCSS and the NJCCS
- Invite mentors into the classroom for peer observations
- Obtain ongoing support and reflect on classroom practices aligned with the New Jersey Standards for Teachers
- Maintain confidentiality for all mentor-novice activities and discussions
- Contribute to ongoing program evaluation
- Develop professional goals
- Ask questions, listen, participate in discussions, and read professional journals and articles
- Receive constructive feedback from the mentor, school leaders, and other content experts
- Keep a reflective journal throughout the process

## **PROFESSIONAL LEARNING COMPONENTS FOR MENTORS**

Mentor teachers must complete a comprehensive Mentor Teacher Training Program provided by the district. Additional and ongoing sessions that provide opportunities for reflection and discussion of the mentoring process occur during the school year. During these sessions, the focus assists the mentors with providing specific and concrete feedback. In addition, mentors receive in-depth training in curriculum, instruction, and assessment.

The mentor teacher is responsible for promoting the novice teacher's knowledge and instructional strategies related to the NJCCCS and Professional Standards for Teachers in order to facilitate student achievement. A district form will be provided to record the alignment with the New Jersey Professional Standards for Teachers.

## PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

Over the years, several theories of adult learning have been identified. It is important for the Laurel Springs School District to utilize effective adult learning techniques to design a rigorous and comprehensive mentor plan. Based upon the research on adult learning, adults learn most effectively when there is: a perceived need for new knowledge and skills; an opportunity to apply what has been learned; an emphasis on integrating new knowledge with what is already known; and an opportunity for collaboration and reflection. (Knowles, 1980; Menriam & Caffarella, 1991; Watkins & Marsick, 1993; Sergiovanni, 1996).

Therefore, the novice teachers' professional learning-experiences must be:

- Systemic
- Collaborative
- Reflective
- Rich with discussion, debate, problem posing and problem solving
- A real world balance of theory and practice

Conversations, dialogue, reflective writing, and collaborative problem solving must become common practices that encourage each novice teacher to challenge assumptions, gain new insights, and build leadership capacity. Each member of the teaching community must feel a sense of accountability for student learning and be willing to not only take individual responsibility for identified problems but also take on the collective responsibility for solving them.

The **Laurel Springs School District** recognizes the need for professional development which targets novice teachers and seeks to provide them with ongoing support. Therefore, the district is committed to providing a comprehensive mentoring program for non-tenured staff for all 4 years leading up to awarding tenure status (See the Tiered Support below). Additionally, the induction program will include Reflective Practice Groups in response to this identified need of time for professional conversations and reflection. Reflective Practice Groups provide a nonthreatening, group oriented set of procedures which enable new staff members to discuss classroom specific concerns without the presence of administration. Moreover, the Reflective Practice Groups seek to utilize the vast and varied experiences among the new and veteran teachers as a source of input, problem solving, and collegial resource. The flexible protocol at each meeting is driven by the concerns of the group. The procedures that are in place act as a safeguard against creating a “complaining” environment. The following outline of protocol is an adaptation of the work done by Betsy Chase, Richard Germundsen, Joan Cady Bownstieen, and Linda Schaak Distad (2001).

## **Tiered Support for Non-Tenured Teachers**

### **Cohort Year 1**

Mentor monthly meetings  
Three In-service check-in meetings with Principal  
Three observations with mentor  
Monthly walkthrough's by building administrators

### **Cohort Year 2**

Superintendent will formally observe all second year teachers  
Monthly walkthroughs with Superintendent and building administrators  
Three In-service check-in meetings with Principal  
Add additional support if necessary

### **Cohort Year 3**

Teacher facilitated Action Research Projects. (optional)  
Three In-service check-in meetings with Principal  
Monthly walkthroughs with all administrators

### **Cohort Year 4**

Monthly walkthroughs by all administrators  
Add additional support if necessary  
Final product/portfolio due at the end May

## **Reflective Practice with Mentor and Building Principal**

### **I. Presentation of Problem / Concern (10 minutes)**

- a. Each person presents a classroom problem or concern
- b. No one should speak for more than two minutes
- c. No one should mention any names of students or other teachers

### **II. Group Choice (10 minutes)**

- a. The group will choose one concern on which it would like to focus
- b. Those who presented the concern will elaborate and provide more details
- c. Questions for those presenting can now be asked

### **III. Hypothesize (5 minutes)**

- a. Participants will spend this time brainstorming
- b. Participants should also brainstorm solutions to the problem

### **IV. Discussion and Solutions (15 minutes)**

- a. Causes
- b. Solutions
- c. Participant overall investment in problem

## **Suggested Discussion Topics for Mentoring Novice Teachers**

Lesson Plans  
Curriculum Development  
Managing Difficult Parents Informal Fire Drill/Emergency Procedures  
Division of Youth and Family Services (DYFS)  
The Child Study Team  
Referral Procedures- ESL, Special Education, IR&S, 504, Basic Skills  
Finding Instructional Materials Rapport with Staff  
Student Achievement NJ Core Curriculum Standards  
Time Management, Classroom Management  
Record Keeping Report Cards  
Conferences  
Observing Other Teachers  
Evaluations/Observations Field Trips  
Confidential Information  
Documents Testing Procedures  
Special Events Plan Book  
Grade Book  
Professional Development Privacy (Telephone, Computer)  
Recess Duty  
Professional Obligations  
PDPs  
Procedures for Absences  
Cooperative Learning  
Creating the Daily Schedule  
School Resources  
District Resources  
Certification Paperwork  
Classroom Set-Up  
Bullying Policy, Sexual Harassment  
Individualizing Instruction  
Fire Drill/Emergency Procedures



## ACTION PLAN FOR IMPLEMENTATION

In accordance with the mentoring regulations specified in the **NJAC 6A:9-8**, novice teachers will be assigned a mentor after they have been board approved for a teaching contract in the **Laurel Springs Public Schools**. Comprehensive training will include peer coaching and collaboration, observation, conferencing, effective communication and listening skills, as well as reflection.

One subsequent mentor/novice training session will be scheduled during each school year. These subsequent sessions will provide professional growth opportunities through collaboration with other mentor/novice teacher teams.

In addition to mentor/ novice teacher work sessions, the mentor/novice teams of teachers will attend professional development sessions throughout the school year. These interactive and collaborative experiences focus on such topics as: classroom management, working with parents, establishing high expectations for students, and professionalism. (Monday's)

The building principal will facilitate the successful interaction of the mentor and the novice teacher.

The Mentor and Induction program continues to evolve and be responsive to the individual needs of the novice teachers as well as school board goals and student needs. The program will be monitored and modified as needed.

## RESOURCE OPTIONS USED

**Novice and mentor teachers may utilize the following resource materials.**

Boreen, I, Johnson, M., Niday, D. & Potts, J. (2000). *Mentoring Beginning Teachers: Guiding, Reflecting, and Coaching*. Portland, ME: Stenhouse Publishers.

Breaux, E. (2005). *Classroom. Discipline Simplified*. Larchmont, NY: Eye on Education.

Breaux, E. (2003). *101 "Answers" for New Teachers and their Mentors*. Larchmont, NJ: Eye on Education.

Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: AS CD.

*New Jersey Mentoring for Quality Induction Toolkit*

*New Jersey Professional Standards for Teachers*

Nieto, S. (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press.

Whitaker, T. (2004). *What Great Teachers Do Differently: 14 Things that Matter Most*. Larchmont, NY: Eye on Education.

Wong, H. & R. Wong (1998), *The First Days of School*. Mountain View, CA: Harry K. Wong Publications, Inc.

Additional teacher journal articles and hand-outs are provided to supplement the curriculum and spark discussion, questions, and reflection.

Experienced teachers, supervisors, and administrators also serve as valuable resources for the workshop sessions and panel discussions.

## **FUNDING RESOURCES**

The Laurel Springs Public School has made a financial commitment in order to support novice teachers. This funding includes the following:

- Money to purchase books to use for the workshop sessions and build the teachers' professional libraries
- Funds for attending out-of-district workshops
- Stipends for staff presenters for mentor workshop sessions
- General supplies for workshop sessions
- Release time for mentor and novice teachers to meet together and classroom visits
- Substitute coverage
- Funding for Literacy, Math Coaches, Outside Consultants
- Additional support materials for the mentor program
- Title IIA, Elementary and Secondary Education Act (ESEA) funds to support mentor-novice supplies and program

## **PROGRAM EVALUATION**

Evaluation provides the means for learning and action that result in ongoing individual teacher growth and development. Throughout the year, mentor and novice teachers have been immersed in a reflective process that enables participants to think more deeply about teaching and learning. The ongoing evaluation process is based upon the following goals:

- Strengthen teacher knowledge and skills related to the NJCCS in order to enhance student learning
- Identify best instructional practices to promote an excellence in teaching
- Guide novice teachers in the performance of their duties

We will evaluate the success of the Mentor plan through the following assessment tools:

- Exit Slips will be reviewed after each session.
- A survey will determine the level of satisfaction from both the mentor and novice teacher
- Formal and informal exit interviews will assess the learning components of the mentor plan
- Reflection sheets will review ideas, understandings, and experiences
- Teacher retention rates will be used to assess the effectiveness of the induction plan

The Laurel Springs School District will utilize the feedback from the program evaluation to adapt, modify, and refine the ongoing support that is provided to our novice teachers so that we may develop an even stronger community of professional learners.

## PROSPECTIVE MENTOR QUESTIONNAIRE

**Prospective Mentors:** Please answer the following questions, have it signed by a peer and forward the completed form to your building principal by **asap**. Attach any additional information, if necessary.

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 beginning teachers?
2. How do you demonstrate your professionalism and positive feelings about teaching in Laurel Springs?
3. Are you able and willing to make the time commitment that comes with being a mentor?
4. Have you served as a mentor in the past?

I am committed to being a mentor for the current school year. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

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

*I believe this applicant will meet the expectations for a mentor during the current school year.*

Peer signature/Position:

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Principal/Asst. Principal Signature:

## Important Dates for Mentors

Your attendance at these meetings is critical & required.  
Please mark your calendar

DATE	TOPIC	TIME/LOCATION
August	New Teacher Orientation	Laurel Springs School
October	Log Template & Expectations	Laurel Springs School
December	10 Week Evaluation (optional)	Laurel Springs School
March	20 Week Evaluation (optional)	Laurel Springs School
May	30 Week Evaluation (optional)	Laurel Springs School
June	Submission of Application	Laurel Springs School

**Instructions:** Please log each session with your mentee. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

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

Month/Year: \_\_\_\_\_

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

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

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

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

Total No. of Mentoring Hours This Month: \_\_\_\_\_

DATE	TIME	DESCRIPTION OF ACTIVITIES	TOTAL TIME

