



**Galloway Township Public Schools
District Mentoring Plan
2022-2023**

Section One: Goals

- A. Continue to ensure that mentor selection is based on New Jersey Department of Education criteria and our district mentoring plan
 - i. Each year 100% of all novice teachers in the Galloway Township Public Schools will be assigned a mentor who meets the selection criteria in our District Mentoring Plan as measured by the Principal and validated through the mentoring application process.

- B. Provide professional development in coaching, conferencing, and other related areas to mentor teachers
 - i. Each year 100% of our Mentor Teachers will attend a minimum of 75% of Mentoring Training Program Sessions as evidenced by sign-in sheets and feedback forms.

- C. Expand opportunities for novice teachers to observe mentors and other experienced teachers and to be observed by mentors and other experienced teachers.
 - i. Throughout the novice teacher/mentoring process, 100% of the novice teachers and mentors will be provided the time to observe each other a minimum of once per year as evidenced by the Mentoring Documentation Log and administrative notification.
 - ii. The Teaching and Learning Facilitator (TLF) or Preschool Instructional Coach (PIC) will meet with novice teachers and may also complete an observation including feedback. As needed, plans for follow-up support tailored to the individual teacher will be developed. Meetings with the TLF/PIC need to be documented in the log.

- D. Focus mentor-novice teacher work and our overall induction program on supporting and improving the novice teacher's skills and practices in planning / preparation, classroom environment, instruction, and professional responsibilities.
 - i. At the end of four years, a minimum of 90% of our novice teachers will attain tenure with evaluations indicating a rating of *effective* or above as measured by our teacher evaluation rubric.

Section Two: Mentor Selection

A. The mentor selection process in Galloway requires interested teachers who meet the criteria to participate in an initial mentor training workshop. Applications are reviewed by building Principals and, as new teachers are hired, mentors are assigned by the Principal based on the individual's placement and needs.

B. Criteria for selection of mentor teachers are as follows:

- i. Fully certified, highly qualified tenured teacher within the Galloway Township School District*;
- ii. Earned a Proficient or Distinguished rating on the most recent summative evaluation (In cases where the summative evaluation is not completed, mentor needs to have earned rating of Effective or Distinguished on the teacher practice instrument.);
- iii. Minimum of four years of experience working in the district; Certified and working in the same field as the novice*;
- iv. Teaches the same grade level as the novice or within one grade level of the novice**

*If a teacher is new to Galloway but is experienced / earned tenure in another district, the teacher will be considered for serving as a mentor. This teacher must be in at least the 2nd year in Galloway.

**Exception may be made with administrative approval based on the needs of the novice teacher and available mentors.

C. Qualities of Effective Mentors include but are not limited to the following:

- i. Ability to work well with colleagues;
- ii. Responsive listener;
- iii. Flexible and open to change;
- iv. Skill in best practices instruction;
- v. Able to discuss problems and solutions;
- vi. Possesses organizational and planning skills;
- vii. Willingness to advocate for the novice teacher;
- viii. Role model to fellow teachers;
- ix. Committed to employing new strategies and techniques;
- x. Willing and able to assist novice in refining and improving professional practice;
- xi. Demonstrate discretion, sensitivity, and confidentiality.

D. It should also be noted that if either party, the mentor or the novice teacher, believes that the relationship is not working, that party may request dissolution of the mentor-novice relationship and be held harmless. This type of request should only be made when every effort has been made to develop a positive working relationship. The request should be directed by the individual mentor or novice to the Principal who made the mentoring assignment. The Principal is to keep specific information in confidence, remembering that such information is non-evaluative. Upon receiving a request for dissolution, the Principal needs to advise both parties that the relationship is officially dissolved. The Principal then assigns a new mentor to the novice. The Superintendent and Human Resources Manager need to be notified of the change.

Section Three: Roles and Responsibilities for Mentors and other Induction Team Members

A. In order to provide support and guidance to novice teachers, the mentor teacher plays a particular role in his/her collegial relationship with the novice. Further, the mentor has key responsibilities within this role. The following are key roles and responsibilities:

- i. Building rapport and developing a trusting relationship;
- ii. Meeting weekly with novice teacher (For traditional route novice teachers, must meet *formally a minimum of once per week* for the first four weeks; for alternate route novice teachers, must meet *formally a minimum of once per week* for the first eight weeks);
- iii. Working through phases of mentorship: beginning as a leader, serving as a guide, moving toward a partnership, and then promoting independence;
- iv. Assisting the novice in guided self-assessment on the teacher evaluation instrument;
- v. Participating in informal observations with feedback and discussion;
- vi. Providing resources to support and assist the novice;
- vii. Supporting the novice teacher's preparation curriculum (Alternate route teachers).

B. Beyond the mentor, there are members of the school community who hold a stake in the novice's induction.

- i. At the building level, the Principal plays a key role in the development of the novice teacher. With the help of the Assistant Principal, the Principal regularly communicates with, offers support, and provides resources to the novice and mentor teachers.
- ii. Additionally, teacher leaders such as Team/Department Leaders and TLFs/PIC, work to assist the novice teacher and provide a support network to the mentor and new teacher.
- iii. At the district level, the Directors plan and implement professional development opportunities for all staff including novice teachers and mentor teachers. These administrators need to be active educational leaders who also provide support and feedback to novice teachers. Further, as agreed upon by the building Principals, these administrators participate in the teacher evaluation process.
- iv. The entire mentoring /induction team requires the support of the Superintendent and Board of Education. Through their recommendations and actions, they provide the time and funding to make possible an effective induction program.

Section Four: Professional Learning Components for Mentors

- A. Below is an outline of our professional development topics for our district's mentors.
- i. Roles and Responsibilities of Mentors;
 - ii. Research on Effective Teacher Induction Practices / Facilitating Adult Learning;
 - iii. Maintaining Records and Documentation;
 - iv. Common Concerns of Novice Teachers;
 - v. Enhancing Communication and Relationships;
 - vi. Classroom Observations;
 - vii. Leading Reflective Conversations;
 - viii. NJ Professional Standards for Teachers and NJ Teacher Certification Requirements.
 - ix. Supporting Novices in the Virtual Environment (if needed)
- B. Our district's mentoring handbook, originally developed by the Local Professional Development Committee and updated each year, serves as a key resource for Mentor Teachers. The mentor training is conducted by our TLFs/PIC, and, at times, experienced mentors and administrators. An important resource for mentor teachers is that of collaboration. Mentor teachers will work with Teaching and Learning Facilitators/PIC and grade level or department members to help ensure that our novice teachers experience a seamless support system under the daily supervision of the Principal.

Section Five: Professional Learning Components for Novice Teachers

- A. Our district's professional learning components for new teachers are being provided in five main ways:
- i. during the new staff orientation;
 - ii. through the support and guidance of the mentor teacher;
 - iii. via the Novice Teacher Training Program;
 - iv. by the Teaching and Learning Facilitators/Preschool Instructional Coach;
 - v. as part of our professional development for all staff.
- B. In seeking to parallel the experiences of mentors and novice teachers, our plan also includes the following responsibilities of the novice teacher.
- i. Meets on a weekly basis with the mentor;
 - ii. Meets as needed with other members of the induction team;
 - iii. Accepts and responds to productive and positive feedback from the mentor, administrators, and other members of the induction support team;
 - iv. Seeks assistance and guidance as needed;
 - v. Keeps a log of all mentor – novice teacher and related activities;
 - vi. Remains discreet and maintains confidentiality;
 - vii. Possesses the desire to grow in his/her profession;
 - viii. Devotes time to learning and developing as a professional as well as for completion of appointed tasks.

C. The initial induction process begins in the summer through two means:

- i. Professional development workshops on content areas and cross-curricular topics; the workshops vary each summer based on district goals, needs, and program implementation. As new teachers are hired, they are provided with information about these programs and are encouraged to attend.
- ii. New staff orientation is a three-day program which includes the topics listed below in addition to time for reflection, planning, and initial collaboration with the mentor teacher.
 - Setting the Stage
 - Core Values
 - Technology Overview
 - School Safety & Security
 - OnCourse / Teaching Strategies Gold
 - Instructional Technology
 - Evaluation Frameworks (Danielson for Teachers; Specialist rubrics)
 - Critical Policies and Paul's Law
 - Equity in Education
 - Position-based Breakout Sessions
 - Navigating content-based curriculum and program

D. All novice teachers, as well as experienced teachers new to the district, are invited to our Novice Teacher Training Program. The NTTTP involves a series of after school workshops including topics that meet the needs of all new teachers along with sessions that target particular grade levels and special education. Based on the needs, topics may include:

- i. Conducting Positive Parent-Teacher Conferences;
- ii. Understanding Achieve NJ Components and the Observation/Evaluation Process
- iii. Understanding Grading and Report Cards;
- iv. Working Effectively as a Special Educator: IEPs, PLAAFPs, and Parent Relations;
- v. In-class Support – The Working Relationship Between the Regular Ed and Special Ed Teachers;
- vi. Achieving Success with Diverse Learners;
- vii. Modifications for Mainstreamed Special Education Students;
- viii. Preparing Students for Standardized Tests;
- ix. Understanding and Using I&RS;
- x. Survival Strategies – How to End the Year on a Positive Note
- xi. Reflections and Roundtable Discussions

E. Throughout the year, our Teaching and Learning Facilitators and Preschool instructional Coach work in collaboration with the mentor teachers in assuming responsibility for assisting novice teachers. This includes but is not limited to:

- i. Providing support, particularly in areas such as small group instruction in reading and math, centers, writing workshop, standards-based math, inquiry science, differentiated instruction, classroom management / discipline, and technology integration.
- ii. Assisting novice teachers with professional requirements such as the teacher evaluation system, the professional improvement plan, and required documentation of activities.
- iii. Meeting with each novice teacher and possibly completing an informal observation and providing feedback. If needed, an individualized support plan will be created. The mentor should be kept apprised of this work to ensure a coordinated support effort. (also stated in Section One)

It should also be noted that the TLFs/PIC continue services to novice teachers throughout their first several years and into tenure status.

Through the collaborative efforts of the TLF/PIC and the mentor teacher, each of our novice teachers should receive a level of support and professional development activities tailored to individual needs. The TLF/PIC and mentor teacher share responsibility for activities such as in-class demonstrations, assistance with lesson planning, informal observation and feedback, and peer coaching. Of course, these activities may vary based on the novice's performance and needs.

Note: Mentor costs are paid by the school district as long as funds are available. The Human Resources Manager confirms mentoring services were provided and notifies payroll accordingly.