

# South Plainfield Public Schools

## Mentoring Guide



It takes years to learn how to teach well, and even then one never learns once and for all  
Teaching is not like driving a car or adding a column of figures...  
Like any craft, one learns teaching by practicing it and by finding models, other teachers whose  
practice one admires and can study.  
~ Herbert R. Kohl

# *New Jersey Professional Standards for Teachers*

## *(NJPST)*

**Standard 1: Subject Matter Knowledge:** Teachers shall understand the central concepts, tools of inquiry, structures of the disciplines, 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 2: 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 3: Diverse Learners:** Teachers shall understand the practice of culturally responsive teaching.

**Standard 4: 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 5: 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 6: 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 7: Special Needs:** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

**Standard 8: 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 9: Collaboration and Partnerships:** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

**Standard 10: 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.

**Standard 11: Professional Responsibility:** Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

## **Role and Responsibilities of Mentors**

**Should you wish to serve as a mentor to a new teacher, please consider the expectations listed below:**

- Participate in all training sessions throughout the year
- Develop a schedule for meetings with your new teacher, meeting on a regular basis
- Maintain a professional/confidential relationship with the new teacher
- Maintain a collaborative log of meetings with new teachers; minimum of three entries each month
- Observe novice teachers using the mentor coaching model and provide feedback
- Participate in a training session with the new teacher, and develop a plan for classroom application and observation of implementation
- Share information with new teachers related to school and district procedures, guidelines and expectations
- Link new teachers to appropriate resources, personnel, and materials
- Share teaching strategies/information about the teaching process
- Provide support through empathetic listening and by sharing experiences
- Provide guidance with planning and organizing the classroom and daily schedule
- Model a spirit of professionalism

## **Role and Responsibilities of New Teachers**

The mentoring program has been developed to assist you as you begin your career in teaching. We have learned that mentoring is most effective when you participate in the following way:

- Collaborate with your assigned mentor
- Participate in all training sessions designed for novice teachers throughout the year.
- Develop a schedule for meetings with your mentor teacher, meeting on a regular basis
- Collaborate with your mentor and maintain a log of monthly meetings and initial
- Observe your mentor teacher and other master teachers in your school or those within the district
- Utilize the expertise of supervisors and building principals
- Model a spirit of professionalism
- Seek out your mentor for answers to questions that may arise

# Proactive Mentoring

## ➤ **Demonstration Teaching**

- The Mentor demonstrates a lesson in order to model certain strategies for the New Teacher. The lesson would be one that demonstrates a teaching technique or strategy the New Teacher is interested in learning/using in his/her classroom.

## ➤ **Coaching/Observation**

- The Mentor observes the new Teacher while s/he is teaching. The process involves a pre-conference to identify what will be observed and the data requested by the New Teacher, a classroom observation and a post observation conference to discuss the data collected and its implication for teaching.

## ➤ **Paired Observation**

- The Mentor and new Teacher may observe a veteran teacher together, and then discuss what each saw and the possible implications for their own teaching.

## ➤ **Mentor Logs**

- The Mentor and New Teacher agree upon a method of maintaining a list of contacts and a brief description of the interactions. Mentor logs should be beneficial to both the mentor and new Teacher. This document should remain confidential. The mentor and new teacher should initial the log monthly.

## ➤ **Additional Suggestions for Mentor/New Teacher collaboration**

### ▪ **Problem Solving**

A problem solving conference often focuses on a particular and sometimes urgent concern from the New Teacher. The Mentor listens, asks clarifying questions and encourages the New Teacher to consider possible strategies or solutions. The Mentor proposes possible next steps and solutions to address the concern.

### **Creating Lesson Plans Together**

The Mentor may share his/her lesson plan and/or walk through the development of a lesson plan with the New Teacher offering guidance and suggestions and ideas that have proved successful for the Mentor.

# A GUIDE FOR MENTORS AND NOVICE TEACHERS

## Week One

### Items:

- **Get to know each other, share professional experiences and education**
- Tour the school and introduce to the staff.
  - Some important places to visit:
    - Main office
    - Student Services Office
    - Teacher Work Areas
    - Faculty Areas
    - Health Office
    - Library
    - Gym
    - Bathroom (staff and student)
    - Cafeteria
- Visit new teacher's classroom.
  - Areas to discuss and make suggestions:
    - Arranging the room
    - Daily routines
    - Attendance
    - Bulletin boards
    - Specific school procedures
- Review Forms
  - Where to access
  - How to complete
  - Where to submit
  - 504s, IEPs,
- Review Materials
  - Where to find
  - Sign-out procedures
  - Where and how to access supplies

Review New Teacher's Concerns

# A GUIDE FOR MENTORS AND NOVICE TEACHERS

## Early Months

- Curriculum
  - How to use
  - Pacing
  - Lesson plans
  - Learning for understanding
  - How to incorporate resources and supplemental materials
  - Assessments and student work samples
  - Grading
  - Teaching strategies (differentiation, cooperative learning)
  
- Classroom Discipline
  - Classroom management
  - Proactive approach, logical consequences
  - Chain of command
  
- Observation of Mentor Teacher
  - Discuss what new teacher would like to see
  - Plan together
  - Discuss and reflect
  
- Other
  - Back to School Night
  - Lesson Planning
  - Grading
  - Observation and evaluation procedures
  
- Other New Teacher's Concerns

# A GUIDE FOR MENTORS AND NOVICE TEACHERS

## Mid Year

### Curriculum

- Check progress in using curriculum
  - Pacing
  - Lesson plans
  - Learning for understanding
  - How to incorporate resources and supplemental materials
  - Assessments and student work samples
  - Grading
  - Teaching strategies (differentiation, cooperative learning)
- 
- Classroom Discipline
    - Classroom management
    - Proactive approach, logical consequences
    - Chain of command
  
  - Observation of New Teacher
    - Discuss what teacher would like to have observed
    - Plan together
    - Discuss and reflect
  
  - Formal Observation of New Teacher, **If Comfortable Sharing**
    - Discuss strengths
    - Discuss suggestions and recommendations
  
  - Other
    - Parent conferences
    - Address student concerns (academic and emotional)
    - Review teacher participation in school community
  
  - Other New Teacher's Concerns



## A GUIDE FOR MENTORS AND NOVICE TEACHERS

### Last Months

#### Curriculum

- Check progress in using curriculum
  - Pacing
  - Lesson plans
  - Learning for understanding
  - How to incorporate resources and supplemental materials
  - Assessments and student work samples
  - Grading
  - Teaching strategies (differentiation, cooperative learning)
  - Standardized testing, if applicable
- Classroom Discipline
    - Classroom management
    - Proactive approach, logical consequences
    - Chain of command
  - Other
    - End of year activities
    - Address student concerns (academic and emotional)
    - Review teacher participation in school community
    - Reflect and share experience from first year

#### District Support

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# MONTHLY MENTORING DOCUMENTATION LOG

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

Building: \_\_\_\_\_

Name of New Teacher: \_\_\_\_\_

Building: \_\_\_\_\_

DEMO = Demonstration Lesson  
Conference

CONF =

Schedule		Type of Contact Check one		Summary/Comments/Description
Date	Time # of Minutes	Demo	Conf	