

# District Mentoring Plan: Components of Mentor Training



## RESOURCE 1: Qualities of Effective Mentors

### Attitude and Character

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practice
- Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and open-minded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

### Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter
- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Maintains a network of professional contacts
- Understands the policies and procedures of the school, district, and teachers association
- Is a meticulous observer of classroom practice
- Collaborates well with other teachers and administrators
- Is willing to learning new teaching strategies from novice teachers

### Communication Skills

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that prompt reflection and understanding
- Offers critiques in positive and productive ways
- Uses e-mail effectively
- Is efficient with the use of time
- Conveys enthusiasm and passion for teaching
- Is discreet and maintains confidentiality

### Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a novice teacher's emotional and professional needs
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others
- Is patient

Source: *Creating a Teacher Mentoring Program* (p. 8), National Foundation for the Improvement of Education (NFIE), Fall 1999, Washington D.C.: NFIE. Reprinted with permission.



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## RESOURCE 2: Qualities of a High-Performing Mentor Teacher

<b>Commits to the Roles and Responsibilities of Mentoring</b>	<b>Accepts the Novice Teacher as a Developing Person and Professional</b>	<b>Reflects on Interpersonal Communications and Decisions</b>
<ul style="list-style-type: none"> <li>• Dedicates time to meet with the novice teacher</li> <li>• Persists in efforts to assist the novice teacher despite obstacles or setbacks</li> <li>• Maintain congruence between mentoring words and actions</li> <li>• Attends meetings, training or other professional development opportunities related to mentoring</li> <li>• Models self-reflection and self-assessment as hallmarks of professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Endeavors to see the world from the novice teacher’s point of view</li> <li>• Anticipates the needs of the novice teacher by thinking like a novice teacher</li> <li>• Understands the common problems and concerns of the novice teacher</li> <li>• Applies theories of adult learning and development</li> <li>• Models acceptance of diversity in others</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on what, where, when, and how to communicate with the novice teacher</li> <li>• Adjusts communication style to the developmental needs of the novice teacher</li> <li>• Respects the confidentiality of the mentor-novice teacher relationship</li> <li>• Self-discloses regarding one’s own professional challenges</li> <li>• Models effective helping relationship skills</li> </ul>

<b>Serves as an Instructional Coach</b>	<b>Models a Commitment to Personal and Professional Growth</b>	<b>Communicates Hope and Optimism for the Future</b>
<ul style="list-style-type: none"> <li>• Employs the clinical cycle of instructional support</li> <li>• Values the role of shared experiences in the coaching process</li> <li>• Engages the novice teacher in a professional learning community whenever possible</li> <li>• Possess knowledge of effective teaching practices</li> <li>• Models openness to new ideas and instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lives the life of learner as well as teacher</li> <li>• Engages the novice teacher as fellow student of learning and teaching</li> <li>• Pursues professional growth related to teaching and mentoring</li> <li>• Advises the novice teacher on professional growth opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages and praises the novice teacher</li> <li>• Holds and communicates high expectations for the novice teacher</li> <li>• Projects a positive disposition toward the teaching profession</li> <li>• Avoids criticism of students, parents, and colleagues</li> </ul>

Source: *The Good Mentor*, J. Rowley, Educational Leadership, 56(8), 20-22. ©1999 Reprinted with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at [www.ascd.org](http://www.ascd.org).



# District Mentoring Plan: Components of Mentor Training

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### RESOURCE 3: Sample Mentor Rubric

	<b>Actively Involved Mentor</b>	<b>Involved Mentor</b>	<b>Buddy System Mentor</b>	<b>Non-involved Mentor</b>
<b>Availability</b>	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
<b>Problem Solving</b>	The mentor frequently led the new teacher into discovering possible solutions to problems on his or her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he or she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his or her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he or she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he or she would have handled the situation.
<b>Reflective Questions</b>	Then mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his or her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questioning to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his or her teaching. No attempt was made to have the new teacher think about his or her teaching practices. The mentor imparted his or her knowledge rather than asking questions.

Developed by R. Willobege, Grand Rapids Public Schools, Revised December 2003.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 3: Sample Mentor Rubric (continued)

	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
<b>Confidentiality</b>	The mentor closely adhered to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conference.	The mentor closely adhered to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conferences.	The mentor adhered to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration.	The mentor was unfamiliar with the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were shared with other staff or administration inappropriately.
<b>Feedback</b>	The mentor engaged in observing the new teacher’s classroom on several occasions. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher’s teaching skills by reinforcing “Best Practices” that were observed. Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher’s classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher’s teaching skills by reinforcing “Best Practices” that were observed. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback, reinforcing “Best Practices”.	Feedback to the new teacher was not based on classroom observations or contact with the new teacher. Feedback consisted mostly of the mentor telling how he or she would handle the situation.
<b>Encouragement</b>	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district and the community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district & community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his or her hard work and efforts. The encouragement was genuine.	The mentor provided little or no encouragement to the new teacher.

Source: *MI-Map 3.5 Mentoring New Teachers* (pp.34-35), by Michigan Department of Education Office of School Improvement. Used with permission.



## District Mentoring Plan: Components of Mentor Training

### RESOURCE 4: Criteria for Selection of Mentor Teachers

- The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher. The district board of education shall provide training in current educational practices to the retired teachers or administrators.
- The teacher is committed to the goals of the local mentoring plan.
- The teacher has agreed to maintain the confidential nature of the mentor teacher/ novice teacher relationship.
- The teacher has demonstrated exemplary command of content area knowledge and of pedagogy.
- The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible.
- The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves.
- The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
- The teacher provides letters of recommendation as determined by the district mentoring plan from those who are familiar with the mentor teacher applicant's work.
- The teacher agrees to complete a comprehensive mentor training program.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 5: Self-Survey: Should I Become a Mentor?

This checklist is designed to help teachers who are considering becoming mentors. Please place an X in the column that represents the degree to which the statement characteristics the way you see yourself. You may add those qualities (insert in 19\* or 20\*) that represent the unique or special assets you might bring to mentoring.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I see myself as being people-oriented. I enjoy Working with other professionals.					
2. I am a good listener and respect my colleagues.					
3. I am sensitive to the needs and feelings of others.					
4. I recognize when others need support or independence.					
5. I want to contribute to the professional development of others and share what I have learned.					
6. I am willing to find reward in service to someone who needs my assistance.					
7. I am able to support and help without smothering, parenting, or taking charge.					
8. I see myself as willing to adjust my schedule to meet the needs of others.					
9. I usually am patient and tolerant when teaching someone.					
10. I am confident and secure in my knowledge and try to remain up-to-date.					
11. I enjoy the subject(s) I teach.					
12. I set high standards for my students and for myself.					
13. I use a variety of teaching methods, and my students achieve well.					
14. Others look to me for information about subject matter and methods of teaching.					
15. Overall I see myself as a competent professional.					
16. I am able to offer assistance in areas that give others problems.					
17. I am able to explain things at various levels of complexity and detail.					
18. Others are interested in my professional ideas.					
19.*					
20.*					

Source: MI-Map 3.5 Mentoring New Teachers (pp.34-35), by Michigan Department of Education Office of School Improvement. Used with permission in Toms River School District, Montclair School District, and Washington Township, NJ.



## District Mentoring Plan: Components of Mentor Training

### RESOURCE 6: Sample Mentor Teacher Application and Assignment Form I

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#### *Part A. Mentor Teacher Application*

I am interested in being considered for the position of a mentor teacher in the district's mentoring for quality induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance.

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

1. What specific personal and professional qualities would you bring to mentoring a novice teacher?
2. How are you keeping current with your own professional development? What steps are you taking to be up-to-date on issues of curriculum and assessment?
3. What do you hope to gain from becoming a mentor?

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

#### *Part B. For Office Use Only*

Local Professional Development Committee's (LPDC) comments:

#### *Part C. Principal's Mentor-Novice Teacher Match*

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

Principal's Name: \_\_\_\_\_

I have selected (**name of mentor**) \_\_\_\_\_

who currently holds the position of (**subject/grade level**) \_\_\_\_\_

to serve as a mentor teacher to (**name of novice teacher**) \_\_\_\_\_

who has been appointed to the position of (**subject/grade level**) \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Source: Adapted from Beyond Mentoring: How to Attract, Support, and Retain New Teachers* (pp. 128-129) by J. Saphier, S. Freedman & B. Aschheim, 2001, Newton, MA: Teachers<sup>21</sup>. Used with permission.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 7: Sample Mentor Teacher Application and Assignment Form 2



### Part A – Mentor Teacher Application Form

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

**Directions:** Answer the following questions and forward the completed form to the Mentoring Committee. Use the reverse side of this form to answer the questions, if necessary. Please attach three completed reference forms to this application.

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 novice teachers?
  
2. How are you keeping current in curriculum areas?

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

### Part B – Principal's Mentor-Novice Teacher Assignment

I have assigned \_\_\_\_\_ to  
Mentor Teacher

\_\_\_\_\_, \_\_\_\_\_, a first year  
Novice Teacher Subject/Grade Level

teacher for the 200\_\_\_\_ - 200\_\_\_\_ school year.

\_\_\_\_\_  
 Principal's Signature Date

**Principal: Please return this form to the Assistant Superintendent's Office when completed.**

# District Mentoring Plan: Components of Mentor Training



## RESOURCE 7 (continued)

Each teacher applying to serve as a mentor must submit three (3) mentoring reference forms or letters of reference to accompany the Mentor Teacher Application Form. *The references must be completed by individuals familiar with the prospective mentor's work and his/her capacity to fulfill the role/responsibilities of mentor.*

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**I believe that:**

Mentor Applicant: \_\_\_\_\_

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

Subject/Grade Level: \_\_\_\_\_

Possesses the requisite skills, knowledge and attitude to effectively serve as a mentor teacher for a first year teacher.

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

Position: \_\_\_\_\_

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

*Source: Dumont School District Mentoring Manual. Used with permission.*



## District Mentoring Plan: Components of Mentor Training

### RESOURCE 8: Sample Mentoring Partnership Agreement

Instructions: This is a sample of the mentoring partnership agreement.

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:
  
2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:
  
3. Maintain confidentiality of our relationship. Confidentiality for us means...
  
4. Honor the ground rules we have developed for the relationship. Our ground rules will be...
  
5. Provide regular feedback to each other and evaluate progress. We will accomplish this by...

We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

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Mentor's Signature and Date

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Novice Teacher's Signature and Date

Source: *The Mentor's Guide: Facilitating Effective Learning Relationships* (p. 110), L. Zachary, 2000, San Francisco, CA: Jossey-Bass. Reprinted with permission.



## District Mentoring Plan: Components of Mentor Training

### RESOURCE 9: Sample Streamlined Mentoring Partnership Agreement

Instructions: This is a streamlined sample of a mentoring partnership agreement.

Goals:

Learning Outcomes:

Ground Rules:

Parameters for the Relationship:

Steps to Achieving the Goals and Learning Outcomes:

Time Frame:

Checkpoints:

---

Mentor's Signature and Date

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Novice Teacher's Signature and Date

*Source: The Mentor's Guide: Facilitating Effective Learning Relationships* (p. 111), L. Zachary, 2000, San Francisco, CA: Jossey-Bass. Reprinted with permission.

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## District Mentoring Plan: Components of Mentor Training

### RESOURCE 10: New Jersey Professional Standards for Teachers

All professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teachers as referenced in *N.J.A.C. 6A:9-3.3*. The Professional Standards for Teachers (and indicators) are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>

#### Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, 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 Two: 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 Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

#### Standard Four: 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 Five: 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 Six: 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 Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

#### Standard Eight: 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 Nine: Collaboration and Partnership

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being.

#### Standard Ten: 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.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 11: New Jersey Professional Standards for Teachers Awareness Activity



**Directions:**

1. Give each person 7 sticky notes. Identify what a teacher needs to know and be able to do to be an effective teacher in the classroom and write one comment per sticky note.
2. In pairs or triads, share and place sticky notes in the appropriate boxes for the New Jersey Professional Standards for Teachers. (Template for activity is shown below.)
3. As a whole group, reflect and share answers to the following sample questions:
  - What teaching standards have the most notes? Why?
  - Do new teachers need to focus on certain teaching standards more during their first year of teaching? Why?
  - Did you notice any overlap where an idea might fit with several teaching standards? Why?

<b>Subject Matter Knowledge</b>	<b>Human Growth and Development</b>
<b>Diverse Learners</b>	<b>Instructional Planning and Strategies</b>
<b>Assessment</b>	<b>Learning Environment</b>
<b>Special Needs</b>	<b>Communication</b>
<b>Collaboration and Partnerships</b>	<b>Professional Development</b>

Source: Adapted with permission from New Teacher Center @UCSC.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 12: Sample Agenda: District Mentor Training

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### Mentor Training I (Summer and September training)

- Understanding the Regulations and State Guidelines
- Roles and Responsibilities of the Mentor
- Roles and Responsibilities of the Novice Teacher
- Roles and Responsibilities of the School Leader
- District Mentoring Plan
- Demographics and Needs of the New Teacher
- Adult Learning Theory

### Mentor Training II (October and November)

- Communication and Listening Skills (journaling and dialogue)
- Confidentiality Issues
- Case Studies of New Teachers: Common Problems
- Conferencing Skills
- Observation

### Mentor Training III (January and February)

(This module may include second year teachers.)

- A Peer Coaching Model
- Observation Models

### Mentor Training IV (March and April)

(This module is done with the Mentor and Novice Teacher working as a team.)

- Designing an Effective Professional Growth Plan That Enhances an Individual's Professional Growth
- Professional Development Strategies (action research, study groups, etc.)

### Mentor Training for Novice and Veteran Teachers (Fall training)

This training will incorporate the responsibility of novice teachers to keep a reflection journal as a way to build on successes and a piece communication with the veteran teacher.

- Communication with Journals
- Journal Activities

In addition, the District brings all new teachers to an inservice in August to discuss district policies and benefits, the mentoring program, professional growth opportunities, and the benefits of association membership.

*Source:* Toms River School District, NJ. Used with permission.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 13: Sample Collaborative Assessment Log



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

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

Grade Level/Subject Area: \_\_\_\_\_

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

**Check all that apply:**

- |  |   |
|--|---|
| <input type="checkbox"/> Connecting with content standards       | <input type="checkbox"/> Analyzing student work     |
| <input type="checkbox"/> Planning a lesson                       | <input type="checkbox"/> Reflecting                 |
| <input type="checkbox"/> Connecting with professional goals      | <input type="checkbox"/> Communicating with parents |
| <input type="checkbox"/> Problem solving                         | <input type="checkbox"/> Using technology           |
| <input type="checkbox"/> Developing/reviewing professional goals | <input type="checkbox"/> Modeling a lesson          |
| <input type="checkbox"/> Classroom observation                   | <input type="checkbox"/> Providing resources        |

What's Working:

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Current Focus – Challenges – Concerns:

---

Teacher's Next Steps:

---

Mentor's Next Steps:

---

Next meeting date: \_\_\_\_\_ Focus: \_\_\_\_\_

- |  |  |
|--|--|
| <b>SMK</b> = Subject Matter Knowledge      | <b>HGD</b> = Human Growth and Development          |
| <b>DL</b> = Diverse Learners               | <b>IPS</b> = Instructional Planning and Strategies |
| <b>A</b> = Assessment                      | <b>LE</b> = Learning Environment                   |
| <b>SN</b> = Special Needs                  | <b>C</b> = Communication                           |
| <b>CP</b> = Collaboration and Partnerships | <b>PD</b> = Professional Development               |

Source: Adapted with permission from New Teacher Center @UCSC.







## District Mentoring Plan: Components of Mentor Training

### RESOURCE 16: Sample Discussion Topics

The following are areas that should be considered for discussion between the mentor and novice teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Lesson plans	Substitute teacher plans
Large-group instruction	Small-group instruction
One-to-one instruction	Classroom behavior management
Informal classroom assessment	Instructional units/curriculum
Producing instructional material	Crisis in the classroom/emergency plan
Rapport with faculty and staff	Multiple intelligences/learning styles
Cultural/ethnic awareness	Expectations of student achievement
Cooperative learning	NJ Core Curriculum Content Standards
Educational philosophy	Content area
Time management	Content area
Alternate assessment	Teaching styles (observing other teachers)
Grading procedures/grade book	Record keeping
Special events (ex: plays, concerts)	Development assignment of projects
Classroom safety	Confidential information (written/spoken)
Field trips	Telephone/intercom
Report cards/interim reports	Testing procedures
Meeting deadlines	Year-end responsibilities
Professional development	Referral of students to special ed. STARS, English as a Second Language (ESL), and/or Student Assistance Counselor (SAC)

Source: *Mentoring Handbook: Designed for Induction Year Teachers and Mentors* (p. 9), by Montclair School District, NJ. Used with permission.

## District Mentoring Plan: Components of Mentor Training



### RESOURCE 17: Sample Data Collection During Classroom Visitation

- Teacher-Student Interactions
- Student Time on Task
- Verbal Flow
- Teacher Proximity to Students
- Wait Time
- Questioning Skills
- Reinforcement
- Use of Motivation
- Instructional Strategies
- Curriculum Approaches
- Teacher Expectations/Student Achievement
- Active Participation Techniques
- Gender Expectations/Student Achievement
- Particular Child or Small-Group Focus
- Overall Classroom Culture
- Other

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*Source: MI-Map3.5 Mentoring New Teachers* (pp. 12), by Michigan Department of Education Office of School Improvement. Used with permission.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 18: Sample Classroom Visitation Protocol



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

Lesson: \_\_\_\_\_

Starting Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

Standards (CCCS):  
\_\_\_\_\_  
\_\_\_\_\_

Lesson Objectives/Purpose: \_\_\_\_\_

Subject/Grade level: \_\_\_\_\_

### Elements of Lesson Design

Anticipatory Set: \_\_\_\_\_

Objective(s) and Purpose: \_\_\_\_\_  
\_\_\_\_\_

Input: \_\_\_\_\_

Modeling: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Checking for Understanding: \_\_\_\_\_

Guided Practice: \_\_\_\_\_

Independent Practice: \_\_\_\_\_  
\_\_\_\_\_

### Type of Instruction:

- |                          |                                   |                               |
|--------------------------|-----------------------------------|-------------------------------|
| Lecture/presentation (L) | Cooperative learning groups (CLG) | Lecture with discussion (LWD) |
| Class discussion (CD)    | Hands-on activity/materials (HOA) | Demonstration (D)             |
| Paired discussion (PD)   | Assessment (A)                    |                               |

Technology Used: \_\_\_\_\_

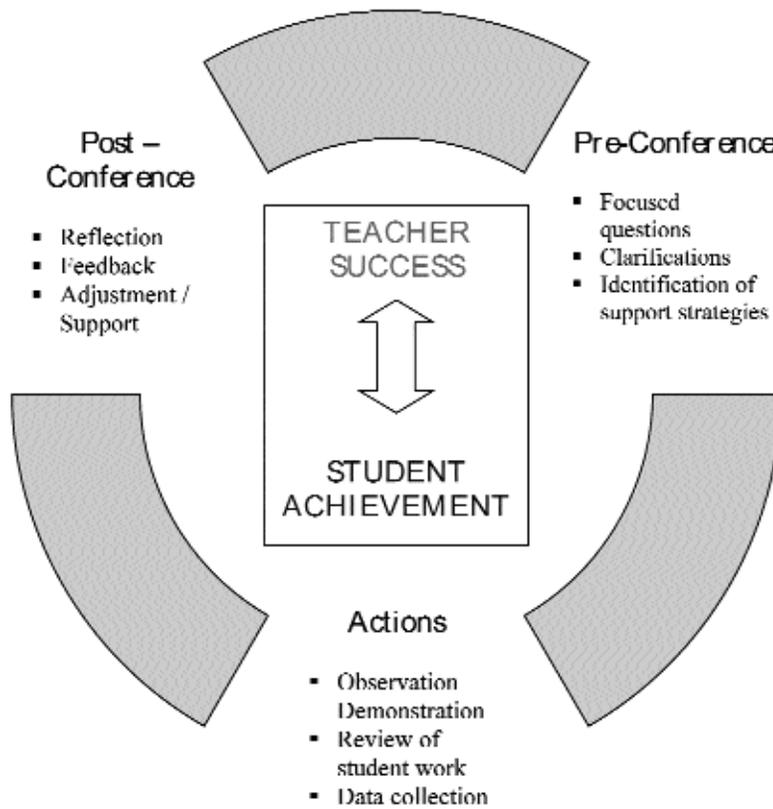
Lesson: \_\_\_\_\_

Source: New Jersey Department of Education, Mentoring Task Force, 2005.



**RESOURCE 19: Graphic of Collegial Coaching Cycle**

# Collegial Coaching Cycle



. Source: Violet Mitchell and Plainfield Public Schools, NJ. Used with permission.



## District Mentoring Plan: Components of Mentor Training

### RESOURCE 20: Planning Conference Question Guide

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#### Clarification of Lesson Goals and Objectives

- What is the intent of the lesson?
- What is meant by specific words in your statement of the lesson's purpose?
- What assumptions are you making about the learners?
- What problems are you anticipating?
- How will you know when lesson plans are going well?
- How will you know when lesson plans are not going well?
- What events or actions will lead you to these conclusions?
- How will you adjust your lesson plan if students are not responding as you expected?
- What will students learn from the activities of the lesson?
- What do you anticipate that students will be doing during this particular activity?
- What will their overall expressions be as they do it?
- How do your behaviors influence the students' behaviors?
- How will your behaviors be influenced by students?
- How will you determine if you are successful in achieving the goals and objectives of the lesson?
- What behaviors are you looking for in students if they achieve the goals and objectives?
- What makes you think that the student behaviors envisioned are appropriate for the goals and objectives?

#### Decisions about Instructional Strategies

- What strategies will you be using?
- What makes them appropriate for this lesson?
- What are you expecting students to do in each of the activities guided by your strategies?
- How will you assure that students are behaving in ways appropriate for achieving the learning outcomes?
- In what order will you conduct the strategies?
- Why this order?

#### Focus of the Observation

- What is it that needs to be observed?
- How can we best represent it?
- How will this representation tell us what we are looking for?
- How do I communicate feedback to you?

#### Needs of the Teacher and Affirmations for Accomplishment

- What anxieties are you experiencing?
- How can I help you feel more comfortable?
- Once again, what is it that you want me to look for?
- How can I best communicate it to you following the lesson?
- What would you like for me to do while the lesson is in progress?
- What, if anything, can I do prior to the lesson?

Source: *Collegial Coaching: Inquiry Into the Coaching Self* 2nd edition by M. Dantonio, Bloomington, IN: Phi Delta Kappa International, ISBN 0-87367-744-7, p. 66. Reprinted with permission.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 21: Reflection Time Question Guide

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### Lesson Purpose

- What was the intent of the lesson?
- Why is it important to students?
- What will students gain from this lesson?
- How will it impact their thinking, their attitudes, or their abilities?
- What reasons exist for these beliefs?

### Teacher Development

- How effectively did the teacher use the instructional practices?
- What was performed well?
- What needs further development?

### Effects on Students

- In what ways do the practices employed enhance student learning?
- What basis is there for believing this?
- In what ways do the practices employed distract from the intended learning outcomes?
- What could be changed to better meet the needs of students or achieve the lesson outcomes?
- What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

### Collaborative Communications

- Which of the issues are most important?
- Why are they important?
- What will be my coaching partner's reaction to these issues?
- How can I describe these reflections to my coaching partner during the debriefing conference?

*Source: Collegial Coaching: Inquiry Into the Coaching Self* 2nd edition by M. Dantonio, Bloomington, IN: Phi Delta Kappa International, ISBN 0-87367-744-7, p. 77. Reprinted with permission.



## District Mentoring Plan: Components of Mentor Training

### RESOURCE 22: Debriefing Question Guide

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#### Statement of Discrepancies

- What did you expect to happen in this lesson?
- What did you plan to do in the lesson?
- What actually happened when you conducted the lesson?
- What issues would you like to focus on?
- Why do you want to focus on these issues?
- What do you hope to gain from our discussion?
- How will this assist you in your instructional development?
- In what way was conducting the lesson different from what you anticipated?
- What was different about your actions?
- What were you thinking about?
- Why did you change from your original plan?
- What was different in the student actions from what you anticipated?
- Why do you think the students responded in this manner?

#### Analysis of Teaching Actions

- What did you feel you did well during the lesson?
- Why do you think it was necessary for you to do that?
- What were you having difficulty with?
- Why do you think that was difficult or not handled as effectively as you would have liked?

#### Generation of Solutions and Effects

- In what way was the situation or experience problematic for you as it evolved?
- Why did this bother you?
- What do you think you should do to change?
- If you change, what do you think will result in terms of students, you, and future instructional events?
- Why is this change important to you?
- How do you plan to implement this change?
- What problems do you think you will have? Why?
- What benefits will be derived from this change?
- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?
- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

*Source: Collegial Coaching: Inquiry Into the Coaching Self* 2nd edition by M. Dantonio, Bloomington, IN: Phi Delta Kappa International, ISBN 0-87367-744-7, p. 84. Reprinted with permission.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 23: Sample Individual Growth Plan I

Name: \_\_\_\_\_ Position: \_\_\_\_\_

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

Planning Cycle: Beginning Month/Year: \_\_\_\_\_ Ending Month/Year: \_\_\_\_\_

### I. Goal Statement: (Where do I want to go?)

Goal Statement:

Professional teaching standard/s addressed:

### II. Current Status: (Where am I now?)

Provide description of why you selected this goal. Make the justification as quantifiable as you can.

### III. Action Steps (How will I get there?)

(e.g., study group, workshops, books, videos, serve on committee, peer coaching, college course, action research, conferences, learning partner, on-line network, etc.)

### IV. Resources Needed

(Time, money, or people)

### V. Timeline for Completion

(Estimate the time of completion for each activity. May modify in column VII.)

### VI. Evidence Collected (How will I know I'm there?)

(e.g., student work samples, video, etc.)

### VII. Revisions Needed & Why

Source: Udelhofen, S. & K. Larson. *The Mentoring Year: A Step-by-Step Program for Professional Development* p. 183, ©2003 by Corwin Press, Reprinted by Permission of Corwin Press Inc.



## District Mentoring Plan: Components of Mentor Training

### RESOURCE 24: Sample Individual Growth Plan 2

Standard:

Criterion:

Strengths in this area:

Challenges in this area:

What is the critical question, directly relevant to your classroom assignment, which will focus your professional growth activities and increase your capacity to impact student learning?

Based on your critical question, what specific new learning will you need to build your capacity in this area?

Discuss and list resources (courses, articles, books, peers, videos, etc) that could be helpful in achieving your goal:

What activities will you engage in to facilitate your learning? How and when do you plan to engage in the described learning activities?

How will you check to see if this learning has had a positive impact on student learning in your classroom?

*Source:* New Jersey Department of Education, Mentoring Task Force, 2005.

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# District Mentoring Plan: Components of Mentor Training

## RESOURCE 25: SMART Goal Framework

Directions: Complete the following SMART goals chart to determine if the goal is specific, measurable, achievable, relevant and tactically sound.

My proposed goal:

SMART Goal Criteria			How the Goal Meets the SMART Goal Criteria
<b>S</b>	Specific, standards-based	<ul style="list-style-type: none"> <li>Clearly focused on what is to be accomplished and why this is important</li> <li>Based on standards for good teaching (NJ Professional Standards for Teachers, NBPTS)</li> <li>Based on <i>what</i> must be accomplished, not <i>how</i> it is to be accomplished.</li> </ul>	
<b>M</b>	Measurable	<ul style="list-style-type: none"> <li>Must entail identifiable evidence of achievement</li> <li>Must be based on results</li> </ul>	
<b>A</b>	Achievable	<ul style="list-style-type: none"> <li>Must be attainable within the time frame and resources available – must be within reach</li> </ul>	
<b>R</b>	Relevant	<ul style="list-style-type: none"> <li>Must address clear evidence of need based on multiple sources of data</li> <li>Must be based on increased student learning. <i>How will meeting this goal help students?</i></li> </ul>	
<b>T</b>	Tactically sound	<ul style="list-style-type: none"> <li>Must identify the barriers and challenges in the process of meeting this goal. <i>Is it possible to overcome these barriers in the process of meeting this goal?</i></li> </ul>	

Source: Udelhofen, S. & K. Larson. *The Mentoring Year: A Step-by-Step Program for Professional Development* p. 164, ©2003 by Corwin Press, Reprinted by Permission of Corwin Press Inc.



# District Mentoring Plan: Components of Mentor Training

## RESOURCE 26: Sample of Mentor-Novice Teacher Interaction



### Novice Teacher Information

Name: \_\_\_\_\_  
 District: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Subject/Grade Level: \_\_\_\_\_

### Mentor Teacher Information

Name: \_\_\_\_\_  
 District: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Subject/Grade Level: \_\_\_\_\_

### Contact Information

Date of Contact: \_\_\_\_\_  
 Beginning Time: \_\_\_\_\_  
 Ending Time: \_\_\_\_\_  
 Total Time: \_\_\_\_\_  
 Contacted initiated by:  
 Novice teacher     Mentor teacher

### Type of Contact

- One-on-one
- Journal
- Phone call
- Conference
- Other
- Drop in visit
- Phone call
- E-mail
- Classroom observation

Questions/Issues to Address with Mentor:

Ideas Generated During Interaction:

Practical Applications:

*Source: BEST: The Beginning Teacher Experience* (p. 89), by S. Kortman & C. Honaker, 2002, Dubuque, IA: Kendall/Hunt Publishing Co. Reprinted by Permission of Kendall/Hunt Publishing Company.

