

WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT PROFESSIONAL MENTORING PROGRAM GUIDE FOR MENTORS

INTRODUCTION

The West Windsor-Plainsboro Regional School District values the development of its new teachers and the mentor/mentee relationship. This manual provides you, the mentor, with guidelines to insure the guidance and support needed to cultivate a learning-focused relationship with the mentee. In this document the role and responsibilities of you as the mentor are defined. These guidelines provide information on defining roles, establishing procedures, and outlining activities and timetables.

The professional support team consisting of a building principal, curriculum supervisor and the mentor is another aspect of the West Windsor-Plainsboro's Professional Mentoring Program. Support is provided to the mentor and mentee through coordinated professional development.

In order to best support the mentee, a trusting relationship should be developed. Mentors shall not participate in discussions and decisions which might have a bearing on the employment or permanent certification of beginning teachers. They shall not formally assess or evaluate the performance of provisional teachers. Interactions between the mentee and mentor are formative in nature.

I. Mentor Responsibilities

The mentor will:

- Attend four essential mentor training sessions during the school day (approximately 1 per marking period)
- At the beginning of the year, your mentee may need support with the following:
 - District Practices and Procedures
 - District Frameworks for Professional Practice (Danielson model)
 - Integrating 21st Century Competencies into Lessons
 - Infinite Campus
 - Electronic Communication Protocol (email, social media, etc.)
 - General Building Questions and Concerns
 - Protocols for Student Absences, Homework, Parent Communication, Progress Reports, Conferences, etc.
 - Classroom Organization and Discipline.
 - Instructional Techniques
- Establish routine meeting time with your mentee
- Model effective instruction
- Arrange classroom visits for you and your mentee to observe each other
- Arrange classroom visits across grade levels and disciplines as appropriate
- Share ideas, lesson plans and resources
- Conduct confidential, informal lesson discussions that are not part of the formal evaluation process

- Maintain a log of interactions with your mentee and send copy to mentee's primary supervisor or building principal (details of which will be discussed at the first mentor training session)

II. Support for Mentors

The district provides the following support for mentors:

- **Four Essential Mentor Training Sessions (half day sessions, approximately once per marking period)**
 - **Session 1: The Elements of a Good Mentoring Relationship.** This session will include an opportunity to meet the other mentors and to discuss the critical needs of a beginning teacher. Mentors will be provided with practical suggestions and resources to support the mentor/mentee relationship.
 - **Session 2: A Vision of Learning.** This session will include a guided discussion about professional reflection, a time to share mentoring experiences, and an overview of the district Professional Development Initiatives. Practical suggestions will be provided for integrating these initiatives into the teaching repertoires of the mentees.
 - **Session 3: A Conversation about Assessment.** This session will be spent sharing experiences, reflecting the different methods of evaluating student work and developing authentic assessments. There will be a discussion of how the Annual Review process for new teachers is implemented and provide suggestions for mentors to help guide their mentees through the process in an effort to make the process as reflective as possible.
 - **Session 4: The Importance of Collegial Relationships.** This session will be spent sharing experiences, discussing the importance of collegiality and reinforcing the need to build relationships as the new teacher moves forward. There will be time to celebrate the accomplishments and growth of the mentor and mentee.
- **One Day per Month Release Time with Mentee (or more with the approval of the principal)**
 - WWPEA Contract guarantees one day per month
 - The following activities for productive use of release time (suggested but not limited to):
 - Observe each other's classrooms
 - Observe other teachers of varying grade levels and disciplines
 - Observe teachers in other buildings
 - Teacher Modeling
 - Conferencing and Unit Planning
 - Assessment discussion (development and evaluation of assessments)
 - Report cards, Parent Conferences, Progress Reports, etc.
 - Communication with Parents

III. Professional Support Team

Principal/Curriculum Supervisor Responsibilities

The principal/curriculum supervisor will:

- Monitor ongoing activities and make adjustments as needed
- Fulfill administrative responsibilities required by the district and the State Department of Education
- Establish provisions for evaluating the mentee including, but not limited to, ten, twenty, and thirty week intervals
- Complete and submit the formal classroom observations as well as the annual summary evaluation.
- Assist the novice teacher in developing a professional improvement plan.
- Utilize other support services as needed.

IV. Novice Teacher Responsibilities

The novice teacher possesses a "Certificate of Eligibility with Advanced Standing" but has no prior classroom exposure and/or his/her experience is limited to student teaching and practicum.

The mentee will:

- Maintain open communication with the mentor and other professionals
- Establish collegial relationships with staff members
- Communicate with parents and community members as appropriate
- Assess his/her performance in a realistic manner
- Accept and implement suggestions and recommendations
- Participate in all designed staff development opportunities
- Establish and attain professional goals
- Contribute to the welfare of students and the district

V. Appendix of resources

The next several pages contain the required, district mentoring log and several optional resources to facilitate your mentoring experience:

- A worksheet to organize your thoughts before you start mentoring
- A Mentoring Culture Survey to identify mentoring needs
- A "TO DO" list to fill out for your mentee
- A Mentoring "To Do" list to remind you of important dates
- A Classroom Observation Log that will help guide the conversation when you observe you mentee
- A Lesson Planning Guide and Lesson Planning Worksheet to help guide the discussion when you plan with your mentee
- "Getting Started with Differentiation" to assist with the lesson planning process

WEST WINDSOR-PLAINSBORO MENTORING LOG

NAME: _____
Provisional Teacher
Mentor
School

DATE	TYPE of ACTIVITY*	PURPOSE of ACTIVITY	TIME

 PROVISIONAL TEACHER'S SIGNATURE – DATE

 MENTOR'S SIGNATURE – DATE

- * MEETINGS
- * CLASSROOM OBSERVATION
- * INFORMAL DISCUSSIONS

Building principal or primary supervisor should
 initial by the following dates:

End of mp1 _____ (Date)
 End of mp2 _____ (Date)
 End of mp3 _____ (Date)

Mentoring a New Teacher

Use this form to build a list of the information and materials you already have on hand to share with your new teacher and to create a list of information and materials you need to gather.

Materials and Information on Hand	Materials I Need to Gather	Information I Need to Find

A Mentoring Culture

Use this survey to analyze the mentoring culture at your school. It can help you determine to what degree your school prepares for, welcomes, befriends, supports, develops, and retains new teachers and to then plan next steps.

Reflective Questions	My View My Data	My Colleagues' View Their Data
<ul style="list-style-type: none"> ● How are new teachers perceived? Are they eagerly anticipated as new resources and a source of energy to the school? ● Is there an existing, on-going committee or group that annually plans and coordinates activities and experiences to bring new staff on board? ● Do you regularly question new staff regarding their “rookie” or “new kid on the block” experiences in your school in order to ascertain needs and interests to help you plan? ● Does the staff at large feel interest in or responsibility for the success of new teachers, or is that to be taken care of only by mentors? ● Are there known ways for a veteran teacher to express his or her interest in mentoring or being involved in the school's induction of new teachers? ● In allocating professional development resources, is consideration given to the needs of new teachers and their mentors in meeting the induction requirements? 		

Reflective Questions	My View My Data	My Colleagues' View Their Data
<ul style="list-style-type: none"> ● Are you and other administrators visible and vocal supporters of mentors and new teachers? Are you involved in activities designed to support their relationship and work together? ● How do teachers feel about the mentoring role and responsibilities? Do they volunteer or accept your invitation to serve? Do they follow through on commitment? ● Are grade-level, departmental, or team meetings structured and conducted to help a new teacher make good use of the time and learn the purpose and value of the meetings? ● Are new teachers allowed to settle in, "learn the ropes," and focus on learning to teach, or do they have multiple committee assignments and extra duties? ● When classes are scheduled, is consideration given to providing common planning time for mentors and new teachers? ● To what degree do all staff members regularly observe each other teaching and engage in collegial, reflective conversation and instruction? ● To what degree is continuous professional development to improve instruction modeled by senior staff? 		

My "TO DO" List

To Be Ready for the Opening of School

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

New Teacher

Classroom Observation Log

Date _____ Teacher Observed _____ School _____

Observation Focus _____

Observations: What did you observe?

- Evidence of a standards-based classroom
- Student-centered learning
- Instructional methods
- Classroom organizational systems
- Classroom arrangement

What did you learn?

How can you apply to your own classroom?

Lesson Planning Guide

State or District Standards Being Addressed:

Essential Understandings:

Summative Assessment(s):

Instructional Strategies:

Assignments/Learning Tasks/Formative Assessments:

Planning Questions

1. What new learning will occur in this lesson?
2. How will students use/apply their knowledge in meaningful ways?
3. How will the information in this lesson connect to students' prior knowledge?
4. How will the learning connect with students' lives beyond the classroom?
5. How will student thinking be extended?
6. What resources/materials are needed in order to provide multiple pathways to learning?
7. How will students know the learning outcomes and the assessment criteria?
8. How can students engage in self-assessment and self-adjustment?

Adapted from Kathleen Walts, Fairfax County Public Schools, VA

Lesson Planning Worksheet

Unit

Date(s)

Standards and/or indicators addressed

1.

2.

3.

Standards in kid-friendly language

1.

2.

3.

Concepts, generalizations, or essential questions

1.

2.

3.

Ways to assess students' level of learning during and at the end of the lesson

Formative:

1.

2.

3.

Summative:

1.

2.

Lesson Planning Worksheet

Ways to access prior knowledge and help students make real life connections

1.

2.

Learning Experiences

1.

2.

3.

4.

5.

6.

Materials and resources needed

1.

2.

3.

Ways to scaffold instruction

1.

2.

3.

Ways to have students summarize

1.

2.

