District Mentoring Plan: Components of Novice Teacher Training

**RESOURCE 3: Sample Pre-Mentoring Survey for Novice Teachers**

This survey lets the novice teacher self-evaluate strengths and weaknesses, as well as supply background and experience. The novice teacher may wish to share some of this information with the mentor.

1. List your previous teaching experience, including student teaching.

2. List your three strongest assets as a teacher.

3. List three areas of concern as a novice teacher in _____________ (school/district).

4. How often would you like to meet with your mentor?

5. In what ways do you think a mentor would be helpful to you?

6. In what activities do you expect your mentor to engage you?

How would you rate your skills in the following areas?

1 = developing  2 = confident  3 = accomplished

___ lesson planning
___ planning for a substitute teacher
___ large group instruction
___ small group instruction
___ one-to-one instruction
___ behavior management
___ developing and administering informal classroom assessments
___ planning instructional units
___ planning and producing instructional materials
___ planning for students with special needs, including those “at risk” and “gifted”
___ parent conferences and communications
___ dealing with crisis in the classroom
___ establishing rapport with faculty and staff
___ understanding teaching/learning styles
___ understanding cultural or ethnic differences
___ ability to set appropriate levels of expectations for student achievement

Please list any other areas of concern that were not addressed in this survey.

*Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors* (p. 5), by Montclair School District, NJ. Used with permission.
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**RESOURCE 4: Sample Mentoring Activities Checklist**

**AUGUST / SEPTEMBER**

- Welcome the novice teacher with a phone call prior to school.
- Give the novice teacher a tour of the building and introduce staff members.
- Review the building procedure book together.
- Discuss the policies and social traditions of the school/district.
- Show the novice teacher how to get necessary materials and books.
- Review emergency procedures for the building.
- Share building schedules.
- Be accessible the first day and week.
- Help the novice teacher set goals for the first week.
- Discuss basic discipline policies for the school.
- Review lesson plan procedures.
- Help the novice teacher understand the phone and technology procedures.
- Explain school/district forms.
- Review grading/assessment procedures.
- Discuss portfolio and journal expectations for the mentoring program.
- Review evaluation and observation procedures.
- Establish a regular routine for meetings with your novice teacher.
- Write a brief note of support – share your own “starting out” stories.
- Get the novice teacher ready for Back-to-School events.
- Let the novice teacher know of upcoming professional learning opportunities.
- Review holiday/birthday procedures.
- Visit informally as the novice teaches a lesson.
- Share professional development procedures.
- Discuss how to call out sick and set up for a substitute.
- Encourage parental communication.
- Discuss special needs students.
- Review faculty meeting procedures.

**OCTOBER / NOVEMBER**

- Review field trip procedures.
- Review and discuss classroom and time management.
- Explain how to make referrals (PAC committee).
- Set up a time for the novice teacher to visit your classroom.
- Accentuate the positive and encourage reflection.
- Save student work for conferences.
- Discuss conferencing procedures.
- Review progress reports.
- Look at report card procedures.
- Continue to look at effective classroom practices.
- Share bulletin board and project ideas.
- Be there on the good days and the bad.
- Encourage attendance at the NJEA convention.
District Mentoring Plan: Components of Novice Teacher Training

**RESOURCE 4: Sample Mentoring Activities Checklist (continued)**

**DECEMBER / JANUARY**
- Discuss sensitivity to holidays.
- Make sure the novice teacher is aware of any staff social get-togethers.
- Review the fall’s highlights – successes and challenges.
- Share bad weather and school closing procedures.
- Go to a professional learning activity together.
- Share ideas for lesson plans immediately preceding a holiday.
- Look at mapping out the semester and discuss pacing.
- Be encouraging.
- Prepare for the next report card.

**FEBRUARY / MARCH**
- Review any standardized testing procedures.
- Examine standardized available test specs.
- Review grade or department expectations for students.
- Review additional observation and evaluation procedures.
- Encourage your novice teacher to make special plans to celebrate spring break.
- Discuss special classroom techniques (cooperative and flex groups).
- Discuss reinforcing behavioral rules right before spring break.

**APRIL / MAY / JUNE**
- Explain rehiring practices and contracts.
- Discuss how to design a Professional Improvement Plan.
- Review end of the year procedures.
- Take time to celebrate the year.
- Offer tips for packing up the classroom.
- Consider ideas for the last weeks of school that engage students in meaningful activities.
- Review cumulative folder procedures.
- Share end of the year celebrations with students.

*Source: Toms Rivers School District, NJ. Used with permission.*
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RESOURCE 5: 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 Novice Teacher Training

**RESOURCE 6: 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 notes.
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 sticky notes? Why?
   - Do novice 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?

<table>
<thead>
<tr>
<th>Subject Matter Knowledge</th>
<th>Human Growth and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse Learners</td>
<td>Instructional Planning and Strategies</td>
</tr>
<tr>
<td>Assessment</td>
<td>Learning Environment</td>
</tr>
<tr>
<td>Special Needs</td>
<td>Communication</td>
</tr>
<tr>
<td>Collaboration and Partnerships</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

*Source: Adapted with permission from New Teacher Center @UCSC.*
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RESOURCE 7: Sample Mentoring Discussion Topics

- Lesson plans
- Substitute lesson planning
- Large group instruction
- Flexible grouping
- One-to-one instruction
- Classroom behavior/management
- Informal classroom assessment
- Development of rubrics
- Rapport with faculty and staff
- Rapport with parents
- Instructional units
- Pacing of curriculums
- Crisis in the classroom
- Diversity of student needs
- Educational philosophy
- Teaching styles
- Alternative assessments
- Time management
- Field trips
- Grading systems/report cards
- Referral of students
- Special services
- Professional Development
- ESL
- *100 hours
- Multiple intelligences
- *CEU
- Learning styles
- Classroom safety
- Core Curriculum Content Standards
- Testing procedures
- Special event procedures
- Confidentiality of student issues
- Expectations of students
- Telephone and technology use
- Year-end responsibilities
- Additional record keeping
- Duty responsibilities
- Professional responsibilities
- Reviewing norms of the school
- Writing a PIP
- Legal rights and responsibilities
- Motivating students
- Diagnosing student needs
- Understanding of TREA

Source: Toms Rivers School District, NJ. Used with permission.
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RESOURCE 8: Thinking Steps for Lesson Planning

Lesson Objective: What do I want students to know and/or be able to do by the end of this lesson?
- How will I communicate the objective to them, or is it important for this lesson that they discover that for themselves?
- How will they prove that they have achieved this objective?

Focus: How will I achieve student focus at the beginning of my lesson?
- Will I use an anticipatory set (an opportunity for all learners to bring to mind what they already know about the new learning)?
- Will I use some other means to focus student attention on the learning? (i.e., novelty, discrepant event, etc.)

Value: What is the rationale for the learning objective? How and when will I share this with students?

Input: How will students learn the new knowledge and skills?
- Will they read about it? See a model or videotape? Hear about it from me, from a guest speaker, from another student?
- How will I involve students actively in this process? (See “Active Participation Techniques.”)

Check for Understanding (Monitoring): How will I know that all students have met the objective? (See “Monitoring Student Learning”)
- How will I elicit an observable behavior from all students that proves the lesson objective, so that I can make an informed decision about what to do next?
- How will I observe this – from each student?

Adjust: What will I do for students who are having trouble with the learning?
- Will I:
  - tutor them individually?
  - have an educational assistant work with them?
  - pair them up with students who met the objective?
  - put them in a group and work with them together?

- Do I have supplementary materials that may make reteaching easier or more effective?
District Mentoring Plan: Components of Novice Teacher Training

**RESOURCE 8: Thinking Steps for Lesson Planning (continued)**

**Practice:**
Is this a skill or a body of knowledge that needs practice? How will I provide for that?
- Have I monitored all students before providing practice, so that no one is practicing incorrectly?
- Have I noted in my plan book to be sure to come back to this learning later in the year to reinforce it?

**Closure:** What is a way to have all students reflect on the learning they have done in this lesson?

**Materials:** What materials and audiovisual equipment do I need for this lesson?

**Student Set-Up:**
- What do students need to have ready?
- How will I have them seated?
- If they will be working in groups, how will those groups be formed? How will I ensure that all group members participate?

*Source:* Professional Development Teacher Assistance Program
Online at http://www.k12.wa.us/ProfDev/tap.beginning.aspx
RESOURCE 9: Preparation for Observation

The following checklist should be used as a guide to help the novice teacher prepare for formal observations/evaluations. It is advised that these topics be discussed with the mentor, and that the mentor and novice teacher decide together on how to best prepare for the novice teacher’s formal observations/evaluations.

Administrative

☐ Greeting students.
☐ Conducting attendance expeditiously.
☐ Convening the class on time with minimum disruptions.
☐ Covering the announcements quickly and without disruptions.

Classroom Structure/Organization *(Is the classroom organized to facilitate student learning?)*

☐ Learning stations or centers.
☐ Students’ access to computers.
☐ Facilitates teacher-to-student and student-to-student, face-to-face interaction.
☐ Themes conveyed by materials on bulletin board and other posting areas reflect the key/priority concepts for the course/subject matter.

Overview of Subject Matter Expectations

☐ Presentation of the relationship of the immediate previous class discussion to the current issues being reviewed. Checks for student understanding.
☐ Presentation of the specific outcomes regarding the concepts to be covered and learned during this class period. Checks for student understanding.
☐ Presentation of the process/methodology by which the concepts are to be covered. Checks for student understanding.
☐ Presentation of the time to be allocated to each concept. Checks for student understanding.
☐ Presentation of how the comprehension/understanding of the concepts will be assessed. Checks for student understanding.
☐ Presentation of how groups function effectively. Checks for student understanding.

Instructional Presentation

☐ Assessment of what students already know about the content to be taught.
☐ A conceptual overview of contents/concepts.
☐ Review of key terminology/vocabulary and definitions.
☐ Strategic questions to guide student discussion. Use of small groups.
☐ Use of testing (oral and written), special projects and homework to primarily reinforce learning and to assess students’ learning.
☐ Knowledge of content demonstrated.
☐ Use of technology and other communication enhancement devices.
☐ Summation and assessment of student learning.
☐ Overview of issues to be discussed at the next meeting of the class.

Student Social Development

☐ Validates each student.
☐ Provides equitable and fair treatment for all students.
☐ Challenges unhelpful behaviors and reinforces helpful behaviors.
☐ Applies progressive discipline strategies.

Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 10), by Montclair School District, NJ. Used with permission.
**RESOURCE 10: Sample Collaborative Assessment Log**

<table>
<thead>
<tr>
<th>District Mentoring Plan: Components of Novice Teacher Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> ___________________________________________________   <strong>Mentor:</strong> ____________________________________________________</td>
</tr>
<tr>
<td><strong>Grade Level/Subject Area:</strong> ____________________________________   <strong>School:</strong> _________________________________   <strong>Date:</strong>_______________</td>
</tr>
<tr>
<td><strong>Check all that apply:</strong></td>
</tr>
<tr>
<td>Connecting with content standards</td>
</tr>
<tr>
<td>Connecting with professional goals</td>
</tr>
<tr>
<td>Classroom observation</td>
</tr>
<tr>
<td>Reflecting</td>
</tr>
<tr>
<td><strong>Next meeting date:</strong> ____________________________________   <strong>Focus:</strong> ______________________________________________</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Next meeting date:</strong> ____________________________________   <strong>Focus:</strong> ______________________________________________</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>What's Working:</strong></td>
</tr>
</tbody>
</table>

**SMK** = Subject Matter Knowledge  
**LE** = Learning Environment  
**HGD** = Human Growth and Development  
**SN** = Special Needs  
**DL** = Diverse Learners  
**IPS** = Instructional Planning and Strategies  
**CP** = Collaboration and Partnerships  
**A** = Assessment  
**PD** = Professional Development  
**C** = Communication  
**IIE** = Learning Environment  
**SN** = Special Needs  
**HGD** = Human Growth and Development  
**SMK** = Subject Matter Knowledge
District Mentoring Plan: Components of Novice Teacher Training

**RESOURCE II: Sample Learning-Focused Growth Plan**

Target Completion Date: __________________________

**Focus for Growth:** What do I want to know/be able to do?

**Filling the Knowledge Gap:** How and where will I learn about it. (readings, videos, talk to experts, etc.)? How will I build my skill level?

**Implementation Steps:**
When and how will I use the new information/skill(s)?

**Assessment/Data Collection:** How will I know that I am appropriately implementing new information/skill(s)? To what degree is this new information/skill(s) producing desired student results?

**Assistance Options:** What resources might I need? What resources are available to me?

Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.120), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com.
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**RESOURCE 12: Sample Individual Growth Plan**

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?

RESOURCE 13: Sample SMART Goal Chart

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

My proposed goal:

<table>
<thead>
<tr>
<th>SMART Goal Criteria</th>
<th>How the Goal Meets the SMART Goal Criteria</th>
</tr>
</thead>
</table>
| **S** Specific, standards-based | • Clearly focused on what is to be accomplished and why this is important  
• Based on standards for good teaching (New Jersey Professional Standards for Teachers, NBPTS)  
• Based on what must be accomplished, not how it is to be accomplished. |
| **M** Measurable | • Must entail identifiable evidence of achievement  
• Must be based on results |
| **A** Achievable | • Must be attainable within the time frame and resources available – must be within reach |
| **R** Relevant | • Must address clear evidence of need based on multiple sources of data  
• Must be based on increased student learning. How will meeting this goal help students? |
| **T** Tactically sound | • Must identify the barriers and challenges in the process of meeting this goal. Is it possible to overcome these barriers in the process of meeting this goal? |

District Mentoring Plan: Components of Novice Teacher Training

**RESOURCE 14: Sample Reflection Journal (Concern Focus: SELF)**

**Reflection Journal II**

Date: ____________

I am excited by the opportunity to...

I have noticed that I am doing well with...

I am curious about...

By the end of this semester, I want to be able to...

<table>
<thead>
<tr>
<th>Information Needs</th>
<th>Resource/Material Needs</th>
</tr>
</thead>
</table>

Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.123), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission.

For additional information go to www.miravia.com.
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**RESOURCE 15: Sample Reflection Journal (Concern Focus: TASK)**

**Reflection Journal VI**  
Date: ___________

The most important lesson I've learned this year is...

In thinking about other colleagues, it would be interesting to work with...

on...

I can contribute to the professional school community by...

In thinking about school goals and projects, I need to know more about...

| Information Needs | Resource/Material Needs |

*Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.127), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com.*
Reflection Journal V  
Date: ___________

As a result of my instruction this week, my students can…

For my class, I am thinking about the following changes in curriculum…

If I could relive one day or class this week, it would be…

Given what I know now, I would change…

| Information Needs | Resource/Material Needs |

Source: Adapted from Mentoring Matters: A Practical Guide to Learning-Focused Relationships (p.112), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com.
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**RESOURCE 17: Sample Weekly Novice Teacher Reflection Journal**

Name: ____________________________ Date: ____________________

1. When did I feel the most connected, engaged, or affirmed as a teacher this week, especially regarding instructional methods? When did I feel most confident and competent with my instructional skills?

2. When did I feel the most disconnected, disengaged, or discouraged as a teacher this week, especially regarding instructional methods? When did I doubt my instructional competence and confidence?

3. If I could repeat this week, what would I do differently based on the learning and responses of my students, especially regarding instructional methods?

4. What am I most proud of this week based on the learning and responses of my students? Were there particular successes related to instructional methods?

5. Other thoughts about this week:

6. What were the most important things I learned while observing my learning partner’s classroom?

7. What were the most important things I learned from my learning partner’s feedback?

District Mentoring Plan: Components of Novice Teacher Training

**Resource 18: Sample Model for Portfolio Process**

1. Identify performance standards
2. Collect artifacts that reflect performance standards
3. Select artifacts for your portfolio
4. Identify, explain, and reflect upon artifacts
5. Share your portfolio with colleagues and supervisors
6. Apply feedback for improvement

## District Mentoring Plan: Components of Novice Teacher Training

### RESOURCE 19: Sample Portfolio Framework

<table>
<thead>
<tr>
<th>Instructional Design</th>
<th>Sample Data Collection/Commentary</th>
<th>Sample Reflective Questions</th>
</tr>
</thead>
</table>
|                      | ■ Select and describe a class of students  
 ■ Document a unit of instruction  
 ■ Write a short commentary to establish the context for instruction | ■ What do you want your students to know and be able to do?  
 ■ Why is this important?  
 ■ How/why is this unit connected to prior and future instruction? |

<table>
<thead>
<tr>
<th>Instructional Implementation</th>
<th>Sample Data Collection/Commentary</th>
<th>Sample Reflective Questions</th>
</tr>
</thead>
</table>
|                            | ■ Select lessons and/or lab activities  
 ■ Videotape the lessons or labs  
 ■ Write a short commentary reflecting on the videos | ■ How did the structure of the lesson create an environment for learning?  
 ■ What evidence of student learning do you have?  
 ■ What modifications did you make in your lesson? What would you do differently? Why? |

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Sample Data Collection/Commentary</th>
<th>Sample Reflective Questions</th>
</tr>
</thead>
</table>
|                        | ■ Collect samples of students’ work  
 ■ Write a short commentary analyzing student achievement | ■ What did you learn about the students’ knowledge and skills from their performances?  
 ■ What did the students’ performances tell you about your teaching?  
 ■ How will you modify your teaching? |

<table>
<thead>
<tr>
<th>Analysis of Teaching and Learning</th>
<th>Sample Data Collection/Commentary</th>
<th>Sample Reflective Questions</th>
</tr>
</thead>
</table>
|                                  | ■ Analyze the effectiveness of your teaching based on the learning of your students  
 ■ Describe at least one aspect of your teaching that you would like to improve | ■ What did you learn from this unit about your students as learners and about yourself as a teacher?  
 ■ Overall, what changes would you make in your planning, instruction, and/or assessment the next time you teach this unit? Why? |

*Source: Indiana Mentoring and Assessment Program (IMAP) for Teachers: A Guide for Beginning Teachers (p. 21), by Indiana Professional Standards Board.*
District Mentoring Plan: Components of Novice Teacher Training

**RESOURCE 20: Sample of Mentor-Novice Teacher Interaction**

<table>
<thead>
<tr>
<th>Novice Teacher Information</th>
<th>Mentor Teacher Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _____________________</td>
<td>Name: _____________________</td>
</tr>
<tr>
<td>District: __________________</td>
<td>District: _________________</td>
</tr>
</tbody>
</table>

**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:**