

MENTORING PLAN



AWNSIDE SCHOOL

NEEDS ASSESSMENT

A. CURRENT ASSESSMENT OF MENTORING PROGRAM

The Lawnside Public School District is highly committed to providing an outstanding mentoring program to assist new hires with making important first year adjustments. To ensure that the needs of new teachers and their mentors are being met in accordance with the New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9-8), Lawnside Public School District conducts a thorough needs assessment in the beginning of each year and then checks the progress of new teachers and their mentors throughout the school year. The regulation standards for professional learning that are intended to focus on continuous improvement for enhanced student outcomes have been revised to promote best practices. Support includes:

- A comprehensive two-day orientation for all new first-year teachers
- Weekly mentoring support during the the course of the first 30 weeks of employment
- Individualized support in the staff member's professional development plan (PDP) within 30 days of new assignment
- A mentor training program
- A required reflective mentoring log
- Training in the New Jersey Student Learning Standards
- Ongoing professional development with a clear focus on teacher effectiveness and professional learning strategies that enhance student learning outcomes, so students can meet the New Jersey Student Learning Standards
- Constructive feedback on teaching practices
- Comprehensive training on data analysis programs provided by the district.

The Chief School Administrator (Superintendent) along with the mentor will monitor how the new hire is progressing in terms of classroom management, content knowledge, curriculum implementation that is aligned with state standards, and school district expectations for teacher effectiveness. The district's School Improvement Team will also support implementation of the mentoring plan. The School Improvement team can ensure that teachers receive useful feedback on their practice and their students' learning outcomes, as well as experience high-quality, tailored professional learning.

Mentors will become aware of their roles and responsibilities through district-wide training. Mentor training will also vary from new teacher to new teacher depending upon the identified needs of each new hire, since new hires include both novice teachers and experienced teachers who are new to the district. Through the initial meetings, the mentor will determine if the new teacher needs assistance with: learning routines and procedures, lesson planning, classroom management skills, discipline strategies, engaging students, establishing a positive classroom environment, assessing student performance, understanding NJSLA, district curriculum alignment, communicating and involving parents, time management skills, participation in staff development, teaching with technology, and reflective practices. The individual mentoring plan will be tailored to meet the identified needs of each new teacher.

B. CURRENT ASSESSMENT OF MENTORING PROGRAM

The assessment of the Lawnside Public School District's Mentoring Plan, in accordance with the New Jersey Teacher Mentoring Regulations has identified the following district mentoring needs:

- Mentees need more assistance with effective lesson planning
- Mentees need further assistance with behavior management practice

- Mentees need more assistance with inclusion practices
- Mentees need more assistance with maximizing use of technology resources
- Mentees need training in the Marzano Teacher Evaluation Tool
- Mentees need assistance with the development of Student Growth Objectives, data analysis (district's data initiatives), and its interpretation.
- Mentees need assistance in accessing IEPs through Power School in order to modify and differentiate instruction as needed.
- Mentees need support in the interpretation and application of the New Jersey Student Learning Standards.
- Mentees need support in implementing district initiatives to support students' social and emotional needs, and positive behaviors (PBSIS).

Professional Learning of Mentor/Mentor Training

Lawnside Public School District mentors will have the opportunity to participate in on-site professional development programs focused on current research in improving teaching practice, new understandings of learners and the learning process in alignment to the NJ Professional Development Standards, and NJ Professional Standards for Teachers that articulate what effective teaching and learning look like in a transformed public education system.

Training Components will focus on:

- Roles and Responsibilities of the Mentor
- Establishing Communication and Building Trust
- Leading Reflective Conversation about Practice
- Challenges in Mentoring
- Questioning Techniques

- Using Standards-Based Formative Assessments
- Classroom Visitations/Observations skills
- Designing Professional Development Activities
- Working knowledge of the Marzano Framework and its Application within the District's Evaluation System.

Monthly Meeting Topics/ Conversations

The Monthly Mentoring chart below provides suggested conversations which align with the Marzano Framework , as well as the professional activities occurring during that month. The list below serves as the minimum requirements with the mentor/mentee adding discussion topics relevant to the mentee's needs.

September

<p>Teacher Obligations:</p> <ul style="list-style-type: none"> ● Lesson plan review/feedback ● How to take attendance in PowerSchool ● How to set up PowerSchool Gradebook ● Teacher Evaluation – SGO/SGP 	<p>Instruction:</p> <ul style="list-style-type: none"> ● First two weeks of instructional planning . (Benchmarking)
<p>Classroom Procedures:</p> <ul style="list-style-type: none"> ● Establishing fair and consistent classroom routines, discipline and rules 	<p>Professional Responsibilities:</p> <ul style="list-style-type: none"> ● Completing the PIP ● Back To School Night ● Teacher Pages ● Parent /Teacher Interaction ● Emergency Procedures ● Requesting Professional Development Workshops

October

Teacher Obligations: <ul style="list-style-type: none">• Self evaluation	Instruction: <ul style="list-style-type: none">• Using data to inform instructional decisions
Classroom Procedures: <ul style="list-style-type: none">• Establishing fair and consistent classroom routines, discipline and rules	Professional Responsibilities: <ul style="list-style-type: none">• Parent/Teacher Communication

November

Teacher Obligations: <ul style="list-style-type: none">● Parent/Teacher Conferences● Report Card preparation● Lesson plan review/feedback● NJSLA preparation	Instruction: <ul style="list-style-type: none">• Center Based Instruction• Options for Differentiating
Classroom Procedures: <ul style="list-style-type: none">• Establishing fair and consistent classroom routines, discipline and rules .	Professional Responsibilities: <ul style="list-style-type: none">• Parent/Teacher Communication

December

<p>Teacher Obligations:</p>	<p>Instruction:</p> <ul style="list-style-type: none"> ● Winter Break Packet of learning ● How to Use Data to drive instruction
<p>Classroom Procedures:</p> <ul style="list-style-type: none"> • Establishing fair and consistent classroom routines, discipline and rules 	<p>Professional Responsibilities:</p> <ul style="list-style-type: none"> • Parent/Teacher Communication

January

<p>Teacher Obligations:</p> <ul style="list-style-type: none"> ● Mid-Year SGO review ● PIP reflection ● Teacher Evaluation Reflection 	<p>Instruction:</p> <ul style="list-style-type: none"> ● Black History Month curriculum
<p>Classroom Procedures:</p> <ul style="list-style-type: none"> • Establishing fair and consistent classroom routines, discipline and rules 	<p>Professional Responsibilities:</p> <ul style="list-style-type: none"> • Parent/Teacher Communication

February

<p>Teacher Obligations:</p> <ul style="list-style-type: none"> • Teacher Evaluation Reflection ● Prepare for IEP meetings and writing PLAFP 	<p>Instruction:</p> <ul style="list-style-type: none"> ● Using data to inform instruction
<p>Classroom Procedures:</p> <ul style="list-style-type: none"> • Establishing fair and consistent classroom routines, discipline and rules 	<p>Professional Responsibilities:</p> <ul style="list-style-type: none"> • Parent/Teacher Communication

March

<p>Teacher Obligations:</p> <ul style="list-style-type: none">• Teacher Evaluation Reflection● Prepare for IEP meetings and writing PLAFP● Process for Teacher Reviews (EOY)● NJSLA preparation	<p>Instruction:</p> <ul style="list-style-type: none">● Using data to inform instruction
<p>Classroom Procedures:</p> <ul style="list-style-type: none">• Establishing fair and consistent classroom routines, discipline and rules	<p>Professional Responsibilities:</p> <ul style="list-style-type: none">• Parent/Teacher Communication

April

<p>Teacher Obligations:</p> <ul style="list-style-type: none">• Teacher Evaluation Reflection● Prepare for IEP meetings and writing PLAFP● Process for Teacher Reviews (EOY)● NJSLA preparation	<p>Instruction:</p> <ul style="list-style-type: none">● Use data to inform instruction● Spring Break Work Packet● Summer Reading Project Information
<p>Classroom Procedures:</p> <ul style="list-style-type: none">• Establishing fair and consistent classroom routines, discipline and rules	<p>Professional Responsibilities:</p> <ul style="list-style-type: none">• Parent/Teacher Communication

May

Teacher Obligations: <ul style="list-style-type: none">● End of Year Procedures● End of Year Benchmarking	Instruction: <ul style="list-style-type: none">● Use data to inform instruction
Classroom Procedures:	Professional Responsibilities: <ul style="list-style-type: none">● Parent/Teacher Communication

June

Teacher Obligations: <ul style="list-style-type: none">● End of Year Procedures● End of Year Benchmarking	Instruction: <ul style="list-style-type: none">● Use data to inform instruction
Classroom Procedures:	Professional Responsibilities: <ul style="list-style-type: none">● End of Year Summative● Reflection on teaching

