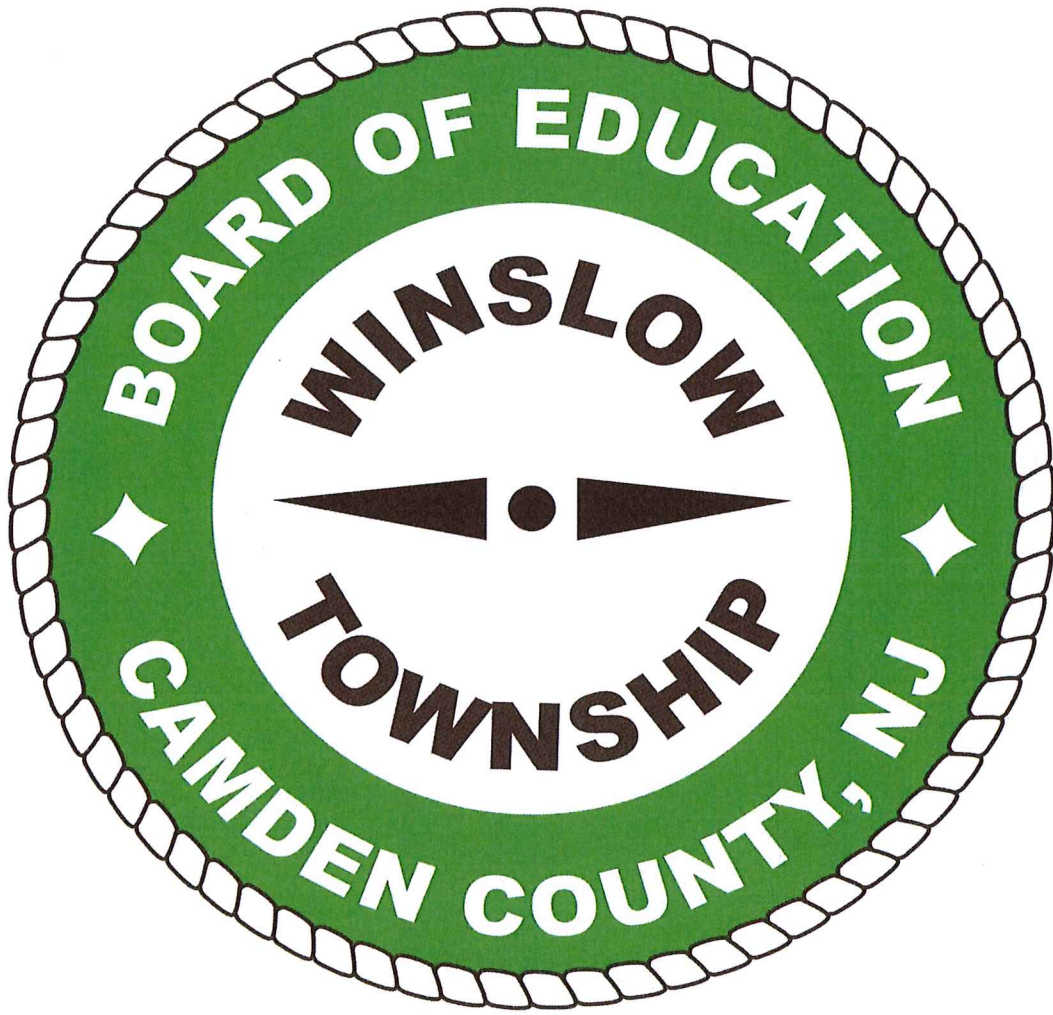


WINSLOW TOWNSHIP SCHOOL DISTRICT

2022- 2023

EXHIBIT NO. 1A:1

DISTRICT MENTORING PLAN



District Profile Sheet

2022-2023 District Teacher Mentoring Plan

Name of District: Winslow Township School District

District Code: 07

County Code: 5820

District Address: 40 Coopers Folly Road

Atco, New Jersey 08801

Chief School Administrator: Dr. H. Major Poteat

Mentoring Program Contact: Mr. Dion Davis

Contact Phone Number: 856-767-2850 ext. 7521

Type of District: K-12

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 0

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 14

Number of novice special education teachers with a Standard license: 0

Number of Mentors: 14

Identify the number of novice teachers in the following areas:

K- 6: 10

7-8: 1

9-12: 3

Special Education (all grades): 2

District Board of Education Approval Form

District: Winslow Township

County: Camden

	Completed		Comments
	Yes	No	
Section 1: District Profile			
a. District profile sheet	X		
b. Board of Education approval form	X		
c. Explanation	X		
Section 2: Needs			
a. Current assessment of mentoring program	X		
b. Current needs of district mentoring plan	X		
Section 3: Vision and Goals			
a. Mentoring program vision	X		
b. Mentoring program goals	X		
Section 4: Mentor Selection			
a. Guidelines for selection of mentors	X		
b. Application process and criteria for selection of mentors	X		
Section 5: Roles and Responsibilities	X		
Section 6: Professional Learning Components for Mentors	X		
Section 7: Professional Learning Components for Novice Teachers	X		
Section 8: Action Plan for Implementation			
Section 9: Resource Options Used	X		
Section 10: Funding Resources	X		
Section 11: Program Evaluation	X		

District Board of Education Approval Notification

District Board of Education Approval Notification: County Superintendent

The Winslow Township School District Board of Education has reviewed and approved the local mentoring plan. The Winslow Township Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in *N.J.A.C.6A: 9C-5*.

A copy of the district profile sheet and the board of education's review of the plan have been attached.

(Signature of Superintendent)

(Signature of Board of Education President)

(Date)

Explanation of how the plan aligns with the New Jersey Professional Standards for Teachers

This mentoring plan addresses all of the Professional Standards for teachers. The plan is designed to guide the mentor and the novice teacher through a successful mentoring experience. The novice teacher should gain an understanding of learner development, learning environments, content knowledge, application of content, and instructional strategies (Standards 1,3,4,5,8).

In order to become an effective and caring teacher, it is important that the teacher gains an understanding of how children learn, that each child develops into a unique individual with diverse needs, personalities, social and intellectual abilities. Understanding that children are uniquely different in various ways, it is imperative that the novice teacher becomes resourceful at planning for and addressing the needs of the “Special Needs” child (Standards 1,2,3,6,7,8). Addressing the needs of all children, and creating a stimulating learning environment for them, helps to ignite in children an enthusiasm for learning. The experienced teacher, the mentor, accepts this charge as a part of the mentoring process and helps the novice teacher distinguish between acceptable and normal developmental stages of growth and academic development, and helps the novice teacher learn how to create stimulating learning opportunities for the student (Standards 1,2,3,11).

As the building administrator and the mentor work with the novice teacher acquainting him or her with the school environment, the novice teacher should learn through modeling, the importance of building a positive relationship between school and home. A key component of student success can largely be contributed to the relationship between home and school, therefore appropriate and effective communication with parents paves the way to a healthy and rewarding partnership for all stakeholders, especially the child (Standard 10).

All professional development opportunities that are made available to the teachers will be available to the novice teacher. Based upon observations during the mentoring process, the administrator and mentor may direct/suggest professional development opportunities to the novice teacher (Standard 9).

Section 2: Needs Assessment

Current Assessment of mentoring program

During the 2021- 2022 school year, novice teachers completed a survey after the first marking period to provide feedback on the mentoring process. The *Mentoring Feedback Survey* asked the novice teachers to respond to YES or NO statements regarding the type of support they received from their mentor (i.e. “I communicate regularly with my mentor”, “My mentor provided assistance and helped me develop my SGO”, “I understood what was expected of me as a novice teacher”). The survey also asked the novice teacher to provide commentary on the training/information they felt was missing that would have provided an easier transition for their first year of teaching; to list the top three supports, resources or trainings that helped them during the year; and to cite training they would like to see in the future. Overall, the survey revealed that the majority of the novice teachers felt informed and supported by their mentor, principal and district administrators. Specifically, the novice teachers cited the New Teacher Orientation held in August; the on-going virtual trainings/professional development (imbedded PD) on Achieve 3000 and Think Central; the Genesis grade book and lesson plan workshops presented by the Educational Technology Supervisor; and the monthly building meetings to review district expectations, as invaluable. The survey validated that returning to a traditional teaching model (face to face), most teachers had a great year with support and collaboration from their mentor, Principal and district administration.

Current needs of district mentoring plan

Great care and thought is taken when assigning mentors to novice teachers. All assigned mentors are viewed as “Master Teachers” and experts in their craft. During the 2021-2022 school year, the Mentor Training handbook and the Mentor Training professional development workshop were revamped. A Mentor training workshop was presented in 2021 and additional training workshops are scheduled for the 2022-2023 school year to rebuild the pool of trained mentors.

Annually, letters are mailed in mid July to both mentors and novice teachers, encouraging them to establish contact prior to New Teacher Orientation. Additionally, the New Teacher Orientation Program, which takes place in August, consists of two days of intensive training dealing with Math and Language Arts initiatives; use of portfolios; SGO process and the establishment of benchmarks; Genesis training (lesson planner and gradebook), IEP direct training, to name a few.

Section 3: Vision and Goals

Mentoring program vision

It is the vision of the Winslow Township School District to build a mentoring program that will equip novice teachers with the skills they need to become strong dedicated teachers, excel in developing programs that positively impact students' performance, acquire content area knowledge and how to effectively impart this knowledge onto students, to engage teachers in on-going training, collaboration and ultimately, to ensure that teachers have a supportive environment that will lead to teacher retention in the district, a love for the teaching field and retention in the teaching profession.

Mentoring program goals

The goals of our mentor program are to:

- Create a meaningful supportive and nurturing program for novice teachers
- Provide mentoring teachers with the skills and resources needed to effectively mentor the novice teacher
- Help the novice teacher learn to work with a diverse student body
- Tap into the creative potential of novice and mentoring teachers
- Promote the need for continuous professional growth
- Empower the novice teacher with skills necessary to be a successful teacher
- Build a climate of trust, promote positive relationship with superiors
- Develop mentors who excel in leading and motivating novice teachers
- Help novice teachers face problems with confidence and assurance

- Help novice teachers learn to respond quickly to new instructions, situations, methods and procedures
- Help novice teachers develop sound techniques to maximize learning
- Help novice teachers understand the need for and the effectiveness of hands-on learning
- Help the novice teacher recognize management problems and develop solutions
- Help the novice teacher recognize the important roles of responsibility and accountability
- Help the novice teacher develop effective communication skills so that the teacher is relaxed, confident and enjoyable
- Help the novice teacher learn to plan, organize and complete tasks in the most efficient manner
- Acquaint the novice teacher with and provide guidance in using various forms of student assessment, formative and summative
- Enhance the teacher's knowledge of and strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching
- Assist the novice teacher in the performance of their duties and adjustment to the challenges of teaching

Section 4: Mentor Selection

Guidelines for selection of mentors:

Teachers who are selected to mentor novice teachers must meet the following criteria:

- Tenured in the district and viewed as a Master Teacher
- Completion of the application process and commitment to the terms and conditions noted on the application (visiting/observing novice teacher, sharing and modeling effective planning, communication, assessment, instructional and classroom management strategies, helping the novice teacher become familiar with the school procedures and grading policies, and documenting time and procedures spent with novice teacher) (Attached A & B)
- Skilled in employing effective Instructional Strategies
- Possess the traits of a responsive listener and effective communicator
- Promote harmony within the school environment
- Knowledgeable of the resources, policies, and practices of the district
- Possess excellent classroom management skills
- Respectful of the confidential nature of the mentor teacher/novice teacher relationship
- Willingness to invest the time needed to meet the professional needs of the novice teacher
- Demonstrates enthusiasm and commitment to the teaching
- Demonstrate leadership qualities and professionalism

Section 4: Mentor Selection

Application Process

It is the goal of the Winslow Township School district to recruit and train a group of committed mentors. The application process is as follows:

- Letter of recruitment is distributed to all tenured staff in the Spring.
- Mentor applications and recommendation forms are available through the Human Resources Office.
- Completed applications and recommendation forms are returned to the principal for review.
- The principal screens all applications and selects mentors using the mentor criteria selection checklist.
- All applications are then forwarded to the Director of Human Resources for training/placement.
- Based upon need, the principal pairs the mentor with the novice teacher.
- The Director of Human Resources notifies the mentor and novice teacher of the pairing.

Section 5A: Roles and Responsibilities

The roles and responsibilities for a successful mentoring program must be shared by all of the district's key stakeholders.

The District's Responsibilities:

- Ensure that each novice teacher is mentored
- Established procedures for mentor/novice teacher training
- Provide resources needed to support the Teacher Mentor Training program (including funds, teacher training resources, and appropriate stipends for substitute coverage)
- Select administrators to serve as members of the Professional Development Committee
- Ensure compliance with state regulations regarding evaluation of the novice teacher and utilization of state funds
- Ensure annual assessment of the Teacher Mentoring Program

Section 5B: Roles and Responsibilities

The Principal/Administrator's Responsibilities:

- Select mentors from the applicants based on the established mentor criteria
- Assign mentor to novice teacher as soon as possible
- Ensure mentor participation in district mentoring training program
- Provide mentor and novice teacher with a copy of the district's Mentoring Handbook of Guidelines for Mentors & Novice Teachers
- Monitor the on-going activities of the mentor/novice teacher
- Meet monthly with the mentor/novice teacher to support the mentoring process
- Review with the novice teacher the district and state evaluation tools
- Observe and evaluate the novice teacher according to district and state regulations
- Ensure that the mentor conducts monthly visits to novice teacher's class to observe the mentor teacher
- Require the mentor and novice teacher to document time spent during the mentoring process
- Serve as a facilitator of the mentoring activities (reviewing expectations, policies, mentoring fees, roles of the mentor/novice teacher, professional development and the Professional Standards for Teachers)
- When possible, provide for common planning time for the mentor and novice teacher

Section 5C: Roles and Responsibilities

Mentor's Responsibilities:

- Meet with novice teacher as soon as assignment is made to help acquaint the teacher to the district
- Attend all training workshops
- Serve as a role model in professional and classroom practices
- Meet with novice teacher weekly during the initial mentoring process and as frequently as needed by the novice teacher
- Visit and observe the novice teacher in his/her classroom setting and provide appropriate feedback in a non-evaluative manner (This should be done at least once/marking period)
- Serve as the ambassador of instructional support by sharing information and ideas with the novice teacher such as teaching strategies, classroom management, professional development ideas, effective communication, assessment, conferencing techniques, school procedures and policies, and procedures of the teachers' association.
- Serve as an objective observer who maintains confidentiality
- Serve as a collaborator who keeps an open mind and a non-judgmental view

Novice Teacher's Responsibilities:

- Meet regularly with the mentor
- Keep building administrator apprised of concerns, problems during the mentoring process (if the mentor/novice pairing is unacceptable or inappropriate, a new pairing can be made without penalty to either party)
- Participate in professional development opportunities
- Document time spent with the mentor
- Observe the mentor in the mentor's classroom

Sections 6 & 7: Professional Learning Components for Mentors and Novice Teachers

Section 6: Professional learning opportunities for mentors:

- Attendance at workshops
- College Courses
- Participation in district designed mentoring program
- Articulation with peers
- Books & Reference Materials
 - 1) Just Ask – “Why Didn’t I Learn This in College?”
 - 2) What Works in Schools – Translating Research into Action
 - 3) Mentoring Matters: A Practical Guide to Learning Focused Relationships
 - 4) Clinical Practice Handbook
 - 5) Mentoring Across Boundaries
 - 6) The First Days of School
 - 7) Mentoring in 21st Century
 - 8) Mentoring Works
 - 9) Classroom Teaching Skills
 - 10) Mentoring the Beginning Teacher
 - 11) How to Get Things Done

Section 7: Professional learning opportunities for Novice Teachers:

- Attendance at workshops
- Participation in district workshops
- Articulation and informal observation with colleagues
- Observing mentor teachers

Mentoring Activities Checklist

MENTOR: _____

Signature

NEW TEACHER: _____

Signature

1st/2nd Marking Period Log due January 31, 2023

3rd/4th Marking Period Log due May 31, 2023

VISIT = VISTATION TO CLASSROOM FOR OBSERVATION

DEMO = DEMONSTRATION LESSON PROVIDED

CONF = CONFERENCE

Schedule		Type of Contact Check one			Summary/Comments/Descriptions
Date	Time # of Minutes	Visit	Demo	Conf.	

Building Administrator's Signature _____

Mentoring Activities Checklist

To help with planning, here's a checklist you might review, modify, and share with your mentee to help with the first six to nine weeks of school.

Instructional Planning	
	<ul style="list-style-type: none"> • Review curriculum guides and general course syllabi
	<ul style="list-style-type: none"> • Obtain teacher's edition of textbooks
	<ul style="list-style-type: none"> • Identify the major areas of instruction for the first four to six weeks
	<ul style="list-style-type: none"> • Look at the school calendar for the first six weeks. Develop a timeline of topics and skills for the time frame. Match your outline to the mandated allotment of time required for each subject.
	<ul style="list-style-type: none"> • Prepare a topic outline for the year.
Organizational Policies and Procedures	
	<ul style="list-style-type: none"> • Review school policies and student handbooks. Specially check: Bus Duty Homework policy Fields trips Dress code Emergency procedures (tornado, fire drills, injuries, etc.)
	<ul style="list-style-type: none"> • Review school district policies/faculty handbook. Specifically check: Sick/personal leave procedures Conduct code Crisis plan Attendance Substitute procedures Grading procedures
	<ul style="list-style-type: none"> • Review the school goals and/or school improvement plans.
	<ul style="list-style-type: none"> • Find out about the school culture as it relates to: Induction orientation activities Staff development programs Teacher mentoring options Emphasis on professional development Reassignment and transfer procedures Supervision and evaluation Contracts, regulations, and waivers
Classroom	

Organization	
	<ul style="list-style-type: none"> • Think about the first week of school and design the physical layout: Large group arrangement Small group areas Bulletin boards Quiet/time-out area Position of your desk Organization of materials and supplies Filing system Traffic flow Seating arrangement and seating charts
	<ul style="list-style-type: none"> • Plan how to handle/record daily routines and student Interactions: Entering the room Assigning seats Lunch money and charges Receipt of books Gradebooks Attendance records Absentees' excuses Lesson Plans Textbook distribution
	<ul style="list-style-type: none"> • Plan how to manage student behavior: Establishing class rules and procedures Enforcing rules and consequences fairly Teaching class rules and procedures Helping students to monitor and self-correct their own behavior Minimizing transitions between learning tasks Establishing a businesslike climate Setting reasonable expectations
Instructional Preparation	
	<ul style="list-style-type: none"> • Assess lesson plans: Teacher directed, motivating, differentiation, integration of technology Directions are easy to follow and not overly complicated Students work more as a large group until teacher knows students and classroom management procedures are routine
	<ul style="list-style-type: none"> • Size up activities, projects, groups and learning centers: Planned in advance and match learning objectives Procedures and sequence of events are clearly described Resources and materials ordered/prepared well ahead.
	<ul style="list-style-type: none"> • Develop substitute teacher plans: Includes the daily schedule for each class Includes the seating roster for each class Lesson plans are detailed and all materials are duplicated, ready for distribution, and easily found in your room
	<ul style="list-style-type: none"> • Think about supervision and evaluation:

	<p>Review the school evaluation form</p> <p>Ask for a preliminary assessment before the official one to get sense of evaluator's supervisory style and school focus for teaching</p>
Managing Individuals' Differences	
	<ul style="list-style-type: none"> • Identify student needs and interests: As a class As individuals
	<ul style="list-style-type: none"> • Assess and evaluate students by: Recording daily grades Observing students Varying the type of assessment (cognitive, affective, psychomotor) Placement of students
	<ul style="list-style-type: none"> • Assign students to groups: Devising procedures for group work Communicating expectations to group members, including roles and assignments Finding out about cooperative learning and how groups function
	<ul style="list-style-type: none"> • Develop modified education plans for special needs students
	<ul style="list-style-type: none"> • Design alternative lessons and activities for students with special needs
	<ul style="list-style-type: none"> • Formulate homework policy: Amount and frequency Weight and impact on course grade Coordination with team or department
Implementing Classroom Management Plan	
	<ul style="list-style-type: none"> • Establish rules and procedures and post
	<ul style="list-style-type: none"> • Reinforce positive behavior routinely
	<ul style="list-style-type: none"> • Enforce rules and procedures consistently
	<ul style="list-style-type: none"> • Document student behavior systematically
	<ul style="list-style-type: none"> • Design a classroom management plan and share with peers and administrative team
Home-School Communications	
	<ul style="list-style-type: none"> • Orient parents at night meeting: Handout on course syllabi and grading procedures Student expectations How parents can help
	<ul style="list-style-type: none"> • Develop personal communication skills: Oral Expression Voice tone and modulation Correct grammar and mechanics Clear directions

	<p>Written Expression</p> <ul style="list-style-type: none"> Correct grammar and mechanics Clear and concise writing Professional yet inviting tone
	<ul style="list-style-type: none"> • Develop ways to get students' work home
	<ul style="list-style-type: none"> • Develop a descriptive rather than a judgmental communication style when communicating with students, parents, and peers
	<ul style="list-style-type: none"> • Prepare report cards/evaluation for students: <ul style="list-style-type: none"> Filling in information accurately Marking attendance Determining grades Reporting student conduct Checking for signatures and conference requests
	<ul style="list-style-type: none"> • Monitoring professional development by: <ul style="list-style-type: none"> Observing/modeling good practices of/for a colleague Videotaping your lessons and assessing your performance Attending staff-development workshops Seeking feedback from a colleague Preparing for your first official evaluation

Section 8: Implementation of Mentoring Activities

	Date	Responsible
<p>1. Mentor/Novice orientation Workshops will address:</p> <ul style="list-style-type: none"> • Creating a climate for learning • Preparing for the first day and week of school • State required Right to Know to training • Technology (e-mail, attendance, and grade book) • Acceptable policy for internet • Review of district curriculum • Personnel related benefits and certification procedures. 		
<p>2. Quarterly meeting to discuss: First Meeting:</p> <ul style="list-style-type: none"> • Lesson plans • Substitute plans • Time management • School policies/procedures • Grading procedures/parental notification • Effective classroom management skills • Instructional strategies which impact student achievement and diverse learners • Networking opportunities for novice teachers • Instructional strategies and specific classroom situations • Parent communication, note writing, conferences, phone calls, progress reports and report cards. • Students with special needs, in class support, and writing IEP reports • Classroom management: handling of bullying issues, 		

<p>disciplinary actions</p> <ul style="list-style-type: none"> • Meeting the needs of individualized learning styles, learning centers for differentiated instruction. • Preventative discipline, homework practices, instructional strategies, grading, parent communications, student motivation, and time management. 		
<p>Second Meeting:</p> <ul style="list-style-type: none"> • Difficult parents/conferences • Observation • Standardized testing procedures 		
<p>Third Meeting:</p> <p>Recommendation of student placement</p> <p>Field trips</p> <p>End of year procedures</p>		
<p>Fourth Meeting:</p> <ul style="list-style-type: none"> • Review of school year and mentoring process 		
<p>3. Provide Mentor Handbook to both mentor and novice teacher which includes:</p> <ul style="list-style-type: none"> • Mentor observation model • Mentoring discussion topics • Timeline of suggested activities • Journal/documentation guidelines 		

Section 9: Resource Options Used

Resources used to achieve the program's goals and objectives are:

- District, State and ESSA funding
- Personnel Resources – Principals, Supervisors and Directors
- Commercially purchased reference and training materials
- District designed mentoring handbook and resources

Section 10: Funding Resources

Novice teachers will be responsible for compensation associated with mentoring services in the amount of \$550.00 for traditional route candidates and \$1,000.00 for alternate route candidates. This is a requirement by the New Jersey Department of Education, and Standard certification will not be granted until this obligation has been satisfied. Novice teachers will make two payments in the amount of \$275.00 (for traditional route candidates) or \$500.00 (for alternate route candidates). All mentor payments will be directed to my office for documentation purposes, after which time they will be forwarded to the respective mentor.

Section 11: Program Evaluation

During the 2021- 2022 school year, the Mentor Training Handbook and professional development workshop were updated based upon revisions made by the NJDOE. This update required all mentors to be retrained for continued participation in the program. During the 2021-2022 school year, 20 master teachers were trained. For the 2022-2023 school year, over 40 master teachers are scheduled to be trained by August 31, 2022.

Based upon feedback from the mentor training sessions that took place in November 2021, the mentors reported that they found the training informative, relevant and useful to assist them in their role of supporting novice teachers. The mentors also commented that the Mentor Training manual provided by the district served as a “great resource for talking points with their novice teacher”.

I am proud to report that the majority of the 2021- 2022 novice teachers responded favorably to the District’s mentoring activities (New Teacher Orientation, mentor support, peer to peer observation, and professional development workshops).

For the 2022-2023 school year, we will continue to provide professional development opportunities to train new mentors and follow-up workshops for mentors and mentees, to ensure the success of the novice teacher program. We will also continue to provide “buddy teachers” to educators new to the district, but not new to the teaching profession.

APPENDIX A

Mentoring Program Feedback

As we conclude the first marking period, please give an honest assessment of the mentoring program to date.

Please respond Y (Yes) or N (No) to each of the following statements:

- 1. I communicate regularly with my mentor (daily during first month and at least weekly thereafter).
- 2. I observed my mentor and/or another experienced professionals to enhance my teaching (mandatory 3 observations).
- 3. My mentor observed me to provide support/feedback (mandatory 3 observations).
- 4. My mentor provided assistance and helped me develop my SGO.
- 5. My mentor provided guidance regarding the procedures for Back to School Night, report cards and parent conferences.
- 6. I attend building level and/or district offered professional development workshops.
- 7. I felt comfortable/prepared for my first formal observation.

Please provide commentary for the following:

8. What training/information do you feel was missing that would have provided an easier transition for the start of the school year?

9. What training would you like to have in the future?

10. Any other needs or concerns you have at this time?

APPENDIX B

Teacher Mentor Application

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

Directions: Answer the following questions and forward the completed form to Mr. Dion Davis, Director of Human resources, no later than May 30th.

Name _____ School _____ Grade _____

Current Degree Status _____ Certification(s) _____

Years of Classroom Experience _____ Year you received mentor training _____

1. What abilities and experiences do you possess that would make you an effective mentor for a beginning teacher?

2. Have you ever been a mentor in the past? If so, reflect on the impact you had on the beginning teacher and an overview of your interactions with that teacher.

3. List professional development activities you have completed within the last two years. (committee work, workshops attended or presented, college coursework, student teacher, practicum teacher).

4. List professional publications (other than NEA, NJEA publications) read within the last two years.

APPENDIX C

Mentoring Recommendation Form

Mentor Applicant _____

School _____ Subject/Grade Level _____

The above named tenured teacher has demonstrated the ability to be a positive school leader who possesses the essential instructional skills, knowledge, organization, classroom management, and professional attitude to effectively serve as a mentor. The applicant exemplifies the New Jersey Standards for Teaching.

Comments (please be specific as it relates to their ability to serve as a mentor):

PLEASE SEAL THIS RECOMMENDATION IN AN ENVELOPE WITH YOUR NAME WRITTEN ACROSS THE SEAL. RETURN TO THE MENTOR CANDIDATE FOR SUBMISSION TO THE PERSONNEL OFFICE BY JUNE 30TH.

Please rank this applicant in regards to how effective you feel they will be as a mentor, with 5 being extremely effective.

For administrative purposes only: 1 2 3 4 5

Recommendation submitted by:

Name _____

Position _____

School/Building _____

Signature _____