



## Somers Point School District Mentoring Plan 2017-2018

District Name	Superintendent Name	Plan Begin/End Dates
Somers Point School District	Dr. Thomas Baruffi	July 1, 2017 – June 30, 2018

### 1. Mentoring Goals

Mentoring Goal NO.	Goals	Identified Group	Rationale/Sources of Evidence
1.	Provide and expand a standards-based mentor training curriculum.	Mentors of novice teachers	<p><b>Rationale:</b> Studies show that a strong research-based induction program can support new teacher retention and individuals' efficacy as teachers.</p> <p><b>Sources of Evidence:</b> Mentor Training evaluations, novice teacher surveys, novice teacher retention</p>
2.	Provide time for mentor training and professional development, time for mentors to meet with novice teachers, and time for mentors to meet with each other.	Mentors and novice teachers	<p><b>Rationale:</b> Address the great need that new teachers have for continued knowledge about and guided experience in planning, working with students, and determining whether and what students are learning.</p> <p><b>Sources of Evidence:</b> Mentoring logs, professional development surveys, mentoring meeting minutes.</p>
3.	Opportunities for novice teachers to have orientation, to become members of learning teams, to observe other teachers in action, and to engage in collegial coaching.	Novice teachers, instructional coach, PLCs	<p><b>Rationale:</b> Novice teachers need the experience and wisdom they can gain from being part of strong learning teams.</p> <p><b>Sources of Evidence:</b> Orientation agenda, sign-in, and presentations; PLC agendas and minutes; peer coaching schedule, Learning Focus Growth Plan, Reflection Journal, Classroom Visitation Form</p>
4.	Identify appropriate criteria and qualifications for mentoring.	Mentors of novice teachers	<p><b>Rationale:</b> Allow the district to identify candidates who would be effective mentors of novice teachers</p> <p><b>Sources of Evidence:</b> finalized criteria and qualifications for mentor teachers, Active Mentor Rubric, Communication Inventory for the Effective Mentor</p>
5.	Ensure bi-weekly quality interactions between novice teachers and mentors	Mentors and novice teachers	<p><b>Rationale:</b> Working with mentors can provide novice teachers with ongoing and frequent opportunities to hear how to address every day and unexpected problems in teacher practice.</p>

			<b>Sources of Evidence:</b> Interaction Contact Log, Mentor Task Calendar, Mentor/Novice Checklist
6.	Provide a robust induction program that aligns with the N.J. Standards for Teachers, as well as ensuring that student instruction remains a key focus of mentoring.	Novice teachers	<b>Rationale:</b> 40% of new teachers leave the profession within the first five years of practice due to a lack of support. <b>Sources of Evidence:</b> Induction program agendas
7.	Ongoing training for mentors in collaborative professional development approaches, as well as other applicable professional learning opportunities during the work day.	Mentors	<b>Rationale:</b> Strong, organized mentor training can go a long way toward supporting novice teachers and stemming the tide of teacher attrition. <b>Sources of Evidence:</b> Mentor training agendas and evaluations, Four Square Observation Form,

**2. Mentoring Activities**

PL Goal NO.	Initial Activities	Follow-up Activities (As Appropriate)
1.	Create mentor training curriculum.	Schedule and provide mentor training
2.	Provide time for mentors to meet with novice teachers and for mentors to meet with teach other.	Monitor meeting schedule.
3.	Provide and orientation. Provide opportunities for observation of peers and for collegial coaching sessions.	Monitor peer observations and collegial coaching.
4.	Develop criteria and qualifications for mentors.	Use criteria and qualifications to identify staff for mentor positions.
5.	Share mentoring log with mentors and novice teachers.	Monitor mentoring logs.
6.	Create induction schedule aligned to N. J. Standards for teachers and focused on student instruction.	Implement induction schedule.
7.	Create schedule for ongoing training of mentors throughout the school year.	Implement training schedule.
8.	Go over roles and responsibilities of Mentor Plan with Principals, Assistant Principal, Supervisor of Special Education, Mentor Teachers, and Novice Teachers	

### 3. Resources and Justification

Resources
Novice Teacher Self-Assessment Inventory Pre Mentoring Survey for Novice Teachers Active Mentor Rubric Communication Inventory for the Effective Mentor Learning Focus Growth Plan Reflection Journal Four Square Observation Form Classroom Visitation Form Interaction Contact Log Mentor/Novice Checklist Mentoring Task Calendar Mentoring Partnership Agreement Roles and Responsibilities

Justification
<p>Purposeful induction programs can go a long way in building the instructional capacity, needed motivation, and the confidence of new teachers entering our schools and make them feel that they are valued members of the school community.</p> <p>Rigorous, high quality standards must be backed by effective implementation and monitoring of programs to assure compliance and enthusiastic support.</p> <p>The TEACHNJ Act requires school districts to provide mentoring for novice and new-to-district teachers.</p>

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

**Superintendent Signature**

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**Date**