

Paulsboro Public Schools
Gloucester County
District Mentoring Plan



2023-2024

Paulsboro Public School District Mentoring Plan

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New Jersey Administrative Code requires all districts to adopt a mentoring program to provide support to novice teachers based on their individual needs. The plan below meets all state requirements of a mentor plan.

Section 1. – District Profile Sheet

The district profile sheet reflects the mentoring data for the 2022-2023 school year.

Name of district: Paulsboro Public Schools

District Code: 4020

County Code: 15 (Gloucester)

District Address: 662 North Delaware St., Paulsboro, NJ 08066

Chief School Administrator: Dr. Roy Dawson, III

Mentoring Program Contact: Christine Lindenmuth

Mentoring Program Contact Phone: 856-423-5515 x1266

Mentoring Program Contact email: clindenm@paulsboro.k12.nj.us

Type of District: PreK-12

Paulsboro Local Professional Development committee:

Christine Lindenmuth, Director of Curriculum, Instruction and Assessment
Phil Neff, Supervisor of Curriculum
Stacey DiMeo, Director of Special Services
Paul Morina, Jr./Sr. High Principal
Matthew Browne, Loudenslager Principal
Tina Morris, Billingsport Early Childhood Center Principal
Jennifer Hoffman, Teacher

Section 1a. Professional Development Committee Profile

Local Professional Development Committee Profile Sheet

Name of District: Paulsboro Public Schools

County: Gloucester

Names of Professional Staff Members Elected to Committee:

<u>Jennifer Hoffman</u>	<u>Teacher</u>	<u>jhoffman@paulsboro.k12.nj.us</u>
Name (please print)	Signature	Position email

Names of Administrators Appointed to Committee:

<u>Christine Lindenmuth</u>	<u>Director of Curriculum</u>	<u>clindenm@paulsboro.k12.nj.us</u>
Name (please print)	Signature	Position email

<u>Phil Neff</u>	<u>Supervisor of Curriculum</u>	<u>pneff@paulsboro.k12.nj.us</u>
Name (please print)	Signature	Position email

<u>Stacey DiMeo</u>	<u>Supervisor of Special Services</u>	<u>sdimeo@paulsboro.k12.nj.us</u>
Name (please print)	Signature	Position email

<u>Paul Morina</u>	<u>Principal</u>	<u>pmorina@paulsboro.k12.nj.us</u>
Name (please print)	Signature	Position email

<u>Monica Moore-Cook</u>	<u>Principal</u>	<u>mmooreco@paulsboro.k12.nj.us</u>
Name (please print)	Signature	Position email

<u>Matthew Browne</u>	<u>Principal</u>	<u>mbrowne@paulsboro.k12.nj.us</u>
Name (please print)	Signature	Position email

<u>Tina Morris</u>	<u>Principal</u>	<u>tmorris@paulsboro.k12.nj.us</u>
Name (please print)	Signature	Position email

Contact Person: Christine Lindenmuth

Phone: 856-423-5515 x1266

Fax: 856-423-4602

Email: clindenm@paulsboro.k12.nj.us

District name and County: Paulsboro Public Schools, Gloucester County

Section 2. Needs Assessment

Recent years have brought a growing awareness that novice teachers, if they are to be successful, need a great deal of support in their first years in the field. New Jersey, in response to this need, has mandated that districts have a mentoring plan in place as part of the professional development plan. Paulsboro Schools, in the past several years has used data collected from various beginning teacher workshop evaluation forms to determine the effectiveness of topics related to the research in regards to new teacher training. What follows is Paulsboro Public School District's mentoring plan for 2022-2023. The plan will be revised based upon the informal and formal evaluation feedback received.

Section 3. Vision & Goals

In accordance with NJAC 6:11-14, all public schools in New Jersey must design and implement a mentoring plan that seeks to provide peer support for new teachers to facilitate growth in achieving higher levels of professional and personal development.

The focus of the Paulsboro mentoring program is to provide professional growth as well as a strong emotional support system for the novice teacher. The outcome of these efforts will be rapid growth of new teacher skills, strategies, attitudes and camaraderie among fellow educators.

The guiding vision of the district mentoring plan can be summarized as follows:

We believe:

- Teaching, as a profession, is both an art and a science
- Becoming an excellent teacher is an ongoing professional development process that includes learning knowledge, skills, attitudes and values, many of which are learned on the job, right in the school setting
- Novice teachers need the support of veteran teachers in order to succeed
- Successful induction into a school system is a positive experience when a novice is paired with a mentor
- Skilled mentors can supply novice teachers with much of the real world knowledge and skills it takes to succeed
- The mentoring program provides in-depth, sustained training experiences
- Both novice and veteran teachers benefit from the mentor experience
- If new teachers have a successful first year, the odds are increased that they will make education a lifelong career

Our goals for the district mentoring plan are closely aligned with the NJ Professional Standards for Teachers and the ESSA Key Elements of High Quality Professional Development.

All novice teachers holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped Certificate will be assigned a mentor upon the beginning of the provisional year. Novices and mentors will be introduced at either a district or school level meeting to be arranged as appropriate time allows.

All novice teachers will participate in a 30 week (traditional route), 34 week (alternate route) mentoring program.

Specifically, our goals for the Paulsboro Mentoring Program are as follows:

- Guide and support the novice teachers in developing professional goals and learning activities that lead to improvements in classroom teaching. (Standards 1,4,8,9)
- Work with classroom teachers to decide the focus of lessons, work in collaboration, make suggestions for improvement and to model lessons. (Standards 2,6)
- Provide assistance and strategies to help novice teachers build relationships with colleagues, parents, administrators and students. (Standards 8,9)
- Provide opportunities for the novice teacher to discuss any topics he/she request. By strengthening the collaborative relationship the novice teacher may be more comfortable in communicating areas of improvement and strength. (Standards 5,8,9)

Section 4. Mentor Selection

Mentors are selected on the basis of their content and instructional expertise and understanding of the district norms, values and resources.

We believe mentors are strongly committed to the profession and eager to share knowledge and strategies with novice teachers. Mentors are highly regarded by their colleagues as outstanding teachers and strong collaborators. Mentors are emotionally intelligent, discreet and effective communicators.

Paulsboro Public Schools adheres to the following criteria for the selection of mentor teachers when possible,

Mentors must be:

- Certified teachers with at least three years of experience
- Willing to maintain confidentiality in the mentor-novice teacher relationship
- Able to demonstrate exemplary content knowledge and pedagogy
- Able to model lifelong learning and high level organizational skills
- Able to analyze problems, brainstorm solutions and share constructive feedback
- Hopeful and optimistic individuals by nature
- Committed to investing the time and energy to support a novice teacher

For the past several years, the matchmaking process has been carried out by the principals since they know their staff so well. Each has played a leadership role in identifying educators who were interested in playing a mentorship role.

We will continue to rely on building administrators to identify and recommend mentors for novice teachers.

Section 5. Roles & Responsibilities for Mentors

Per the state regulations, a mentor must:

- Participate in ongoing mentor training
- Make a commitment of time to the mentor-novice relationship
- Establish regular weekly conferencing times to discuss novice teacher needs, Provide ongoing support and recommend the value of reflective practice
- Assist the new teachers in becoming familiar with school culture, policies and procedures
- Providing opportunities for the novice to observe the mentor teaching in a classroom setting
- Supplying feedback after classroom observations of the novice teacher
- Acting as a professional role model

Mentor and novice teachers will use the NJ Professional Standards for Teachers and Leaders as a guide.

Section 6. Professional Learning Components for Mentors

The training of mentors will be a significant piece of the district mentoring plan.

At the outset, mentors will be surveyed to determine their specific areas of need related to the mentor-novice teacher relationship. Those areas of need will translate into training topics.

Next, mentors will attend a meeting during the first or second week of school along with their novice teacher where the roles and responsibilities will be outlined and explained in detail. At that time, each mentor will be given a mentoring text for their review and reference during the school year.

In addition, mentoring training will be provided on the following topics:

- Reflective practice using journals
- Trust-building
- Creative problem-solving
- Questioning, mirroring and active listening for effective communication
- Characteristics of the adult learner
- Collegial coaching

Mentors for 2023-2024 will have multiple training opportunities, including the district's monthly beginning teachers meeting, monthly meetings between the District Director and/or Supervisor of Curriculum and mentor/novice teachers, and on-line professional development training.

Section 7. Professional Learning Components for Novices

All novice teachers will receive professional development experiences that are closely aligned with the NJ Professional Standards for Teachers, ESSA professional development requirements as well as the NJ Professional Development Standards.

Such training opportunities may include but not be limited to:

- New teacher training
- Regular meetings with the principal and the curriculum & instruction supervisor
- Classroom and behavior management (Standard 6)
- Meeting the needs of diverse students (Standards 1, 3, 7, 8 & 9)
- Lesson planning (Standards 1, 4 & 9)
- Motivation (Standards 2 & 9)
- Assessment in the classroom (Standards 5 & 9)
- Teaching with technology
- Reflective practice
- On-line professional development

We will deliver professional development to novice teachers through an after school meeting scheduled monthly. The agenda for these meetings includes opportunities for problem solving, a sharing of successes as well as learning new instructional strategies. This provides novice teachers with predictable on-site support. In a profession where new teacher isolation can often be an institutional norm, our hope is to find ways to open classroom doors and connect new teachers just entering the profession with educators who are further along in

their careers. Sometimes watching a ‘master teacher’ begin a lesson with a graphic organizer or maintain student attention during a disruption can be a very vivid learning experience for a novice teacher.

Section 8 District Mentoring Plan: Action Plan for Implementation

TASKS	RESPONSIBILITIES	RESOURCES	TIMELINE
Submit revised mentoring plan to BOE	PD Committee District Administration	Mentoring Plan draft	September 2023
Identify novice teachers requiring mentoring	Superintendent’s Office	Personnel Records	August 2023 or as needed
Identify mentors	District and Building Administration	Principals Recommendation	August 2023 or as needed
Train novices	Administration Director and/or Supervisor of Curriculum	New teacher training handouts – Ongoing monthly meetings	August 2023-June 2024 Ongoing throughout the school year
Train mentors	Director and/or Supervisor of Curriculum Administration	Mentor/Novice get together – Ongoing with regular training opportunities	September 2023-June 2024 Ongoing throughout the school year
Evaluate mentor program	Superintendent Director of Curriculum	Mentoring Evaluation Instrument	June 2024 – August 2024

Section 9. Resource Options Used

Resources that the district may take advantage of for mentoring training may include but not be limited to the following:

Association for Supervision and Curriculum (ASCD)

Lipton, Laura. (2003) Mentoring Matters: A practical guide to learning-focused relationships. Connecticut, Mira Via.

Learning Resource Center – Rowan University

Educational Resources of South Jersey

On-line training & professional development websites

Section 10. Funding Resources

District funds will be made available to the Assessment Office during the 2023-2024 school year for the purchase of supplies and materials to support the mentoring program. However, if other needs become evident, the district’s local professional development funds budgeted for the 2023-2024 school year will subsidize the purchase of additional materials in support of the mentoring program. Furthermore, other potential resources, as available, include the state mentoring funds as well as Federal ESEA-ESSA grant funds.

Section 11. Program Evaluation

Paulsboro Mentoring Program will be evaluated using both informal and formal means. Informally, the building principals will meet with mentors and novice teachers on a regular basis during the school year to determine how well the mentor relationship was going.

District program evaluation forms for both novice and mentor teachers, and a program evaluation form, will be used to assess effectiveness.

ADDENDUM A – Part 1
Program Evaluation (For Novice Teacher)

District Mentoring Plan: Program Evaluation Process

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

- A. Little or no need** for assistance in this area
- B. Some need** for assistance in this area
- C. Moderate need** for assistance in this area
- D. High need** for assistance in this area
- E. Very high need** for assistance in this area

- ___ 1. Finding out what is expected of me as a teacher
- ___ 2. Communicating with the principal
- ___ 3. Communicating with other teachers
- ___ 4. Communicating with parents
- ___ 5. Organizing and managing my classroom
- ___ 6. Maintaining student discipline
- ___ 7. Obtaining instructional resources and materials
- ___ 8. Planning for instruction
- ___ 9. Managing my time and work
- ___ 10. Diagnosing student needs
- ___ 11. Evaluating student progress
- ___ 12. Motivating students
- ___ 13. Assisting students with special needs
- ___ 14. Dealing with individual differences among students
- ___ 15. Understanding the curriculum
- ___ 16. Completing administrative paperwork
- ___ 17. Using a variety of teaching methods
- ___ 18. Facilitating group discussions
- ___ 19. Grouping for effective instruction
- ___ 20. Administering standardized achievement tests
- ___ 21. Understanding the school system's teacher evaluation process
- ___ 22. Understanding my legal rights and responsibilities as a teacher
- ___ 23. Dealing with stress
- ___ 24. Dealing with union-related issues
- ___ 25. Becoming aware of special services provided by the school district

Part B. Please respond to the following items.

26. List any professional needs you have that are not addressed by the preceding items.

27. What additional types of support should the school district provide to you and to other novice teachers?

ADDENDUM A – Part 2 (For Mentor Teachers)

District Mentoring Plan: Program Evaluation Process

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

F. Little or no need for assistance in this area

G. Some need for assistance in this area

H. Moderate need for assistance in this area

I. High need for assistance in this area

J. Very high need for assistance in this area

- 1. Learning more about what is expected of me as a mentor
- 2. Collecting classroom observation data
- 3. Diagnosing needs of my novice teacher
- 4. Interpersonal skills
- 5. Assisting my novice teacher with classroom management
- 6. Helping my novice teacher develop a variety of effective teaching strategies
- 7. Using principles of adult learning to facilitate the professional growth of my novice teacher
- 8. Socializing my novice teacher into the school culture
- 9. Helping my novice teacher maintain student discipline
- 10. Helping my novice teacher design a long-range professional development plan
- 11. Finding resources and materials for my novice teacher
- 12. Providing emotional support for my novice teacher
- 13. Co-teaching with my novice teacher
- 14. Managing my time and work
- 15. Problem-solving strategies
- 16. Helping my novice teacher motivate students
- 17. Helping my novice teacher diagnose student needs
- 18. Helping my novice teacher deal with individual differences among students
- 19. Helping my novice teacher evaluate student progress
- 20. Engaging in expert coaching of my novice teacher

Part B. Please respond to the following items.

21. List any needs that you have as a mentor that are not addressed by the preceding items.

22. What additional types of support should the school district provide to you and to other mentors?

ADDENDUM A – Part 3 (For Novice Teacher)

District Mentoring Plan: Program Evaluation Process

We would like to gather some information from you that will help us improve our mentoring program. Responses of novice teachers and mentors will be shared with you in the form of aggregated data.

Please read each question carefully. Respond by checking “yes” or “no” or by writing your answer in the space provided. Return your completed questionnaire to...

1. If you were going to mentor a novice teacher, what would you do to build a trusting, professional relationship with him or her?

2. Did you and your mentor find time to meet? yes no
If yes, how did you manage this?

3. In a typical week, how many times did you meet with your mentor? _____ times

4. How many times did you observe your mentor in a typical month? _____ times

5. How many times did you observe other faculty members teaching in a typical month? _____ times

6. How many times did your mentor observe you in a typical month? _____ times

7. Did you discuss these observations? yes no. If yes, how did you find the time?

8. Did you conduct an action research project in your classroom this year? yes no.

If yes, please describe.

ADDENDUM B

District Mentoring Plan: Components of Novice Teacher Training

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.
- ___ Review website, technology, & other online sites and procedures.
- ___ 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 & reference district activities calendar.
- ___ 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 & system used.
- ___ 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

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.

