

Dennis Township School District



District Mentoring Plan 2022-2023

Board Approved:

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Section 1: The District Plan Development and Approval Process

I. District Profile Sheet

The district profile sheet reflects the mentoring data from the 2022-2023 school year:

Name of District: Dennis Township School District

District Code: 1080

County Code: 09

District Address: 601 Hagan Road
Cape May Court House, NJ

Chief School Administrator: Mrs. Susan S. Speirs

Mentoring Program Contact: Mrs. Jacqueline Murray

Mentoring Program Contact Phone: 609-861-2821 ext 116

Mentoring Program Contact E-mail: jmurray@dtschools.org

Type of District (check one) K-5 ☐ K-8 ☒ K-12 ☐ 7-12 ☐ 9-12 ☐

Other (specify) ☐ Pre-School Ages 3 & 4

Board of Education Approval

APPROVAL - District Mentoring Plan

The Dennis Township Board of Education has reviewed and approved the local mentoring plan and 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:9-8.4

Approved at the August 25, 2022 Board of Education meeting.

NEW JERSEY DEPARTMENT OF EDUCATION
DISTRICT MENTORING PLAN STATEMENT OF ASSURANCE

Please complete and return this two-page form to the County Office of Education for the school year beginning in September.

SCHOOL DISTRICT Dennis Township School district

COUNTY Cape May

ADDRESS 601 Hagan Road

CITY/TOWN Cape May Court House, NJ **ZIP** 08210

CHIEF SCHOOL ADMINISTRATOR Mrs. Susan Speirs

PHONE 609-861-2821 ext 116 **E-MAIL** sspeirs@dtschools.org

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers including novice provisional teachers who hold a CE or CEAS, as specified in *N.J.A.C. 6A:9C-5.1*, including, but not limited to, the following:

- ☐ All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures, including, but not limited to, introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric, including setting and assessing student learning through student growth objectives.
- ☐ All non-tenured teachers in their first year of employment receive individualized supports and activities that have been assigned at the school district's discretion and are aligned with the Professional Standards for Teachers at *N.J.A.C. 6A:9-3.3*, the Standards for Professional Learning at *N.J.A.C. 6A:9C-3.3*, and the school district's Commissioner-approved teaching practice instrument.
- ☐ All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-to-one mentor upon beginning their contracted teaching assignment.
- ☐ All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.
- ☐ Each mentor teacher holds a teacher certification, has at least three years of experience, and has taught full-time for at least two years within the last five years.
- ☐ The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- ☐ Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in *N.J.A.C. 6A:9C-5.2(a)4* regarding summative evaluation ratings.*
- ☐ Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument,* the New Jersey Professional Standards for Teachers, the New Jersey Core Curriculum Content Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- ☐ The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
- ☐ The district mentoring plan has been shared with each school improvement panel.
- ☐ Mentoring time is logged and mentor payments are handled through the district office.

By signing below, you are attesting to the accuracy of this document.

Signature, Chief School Administrator

Susan S. Speirs
Printed Name

Dennis Township
District Name

Date

*Charter and nonpublic schools may use their own system of teacher evaluation.

Section 2: Needs Assessment

I. Current Assessment of Mentoring for Quality Induction Program

The Dennis Township School District will continue to develop a group of educators to serve as Mentors, who demonstrate a record of success and a summative rating of effective or highly effective in their last evaluation. Each year, additional training will take place as needed to increase the pool of mentors to meet future needs.

II. Current Needs of District Mentoring Plan

For 2022-2023, the Dennis Township School District needs include mentoring all novice and provisional teachers hired by the district for one full year, and the provision of individual supports as specified in PDP's for experienced teachers new to the district.

Section 3: Vision and Goals

I. Mentoring Program Vision

Research has shown that teacher quality is an important contributing factor to school achievement. Research also shows that many novice teachers leave the teaching profession within 1-3 years after entering the profession because they find the challenges of the classroom too great. Beginning teachers who do not participate in an induction program are twice as likely to leave as those who do participate. Providing a rigorous one year mentoring program for all novice teachers will assure that novice teachers receive the collegial support and guidance needed to develop effective teaching strategies and educational practices.

The purpose of the Dennis Township School District novice teacher mentoring program is to provide professional and emotional support for the novice teacher through mentoring and professional development programs at the district level. The program will:

- Assist first year teachers in the performance of their duties and adjustment to challenges of the teaching assignment,
- Reduce novice teacher attrition,
- Enhance knowledge of and strategies related to NJCCC & CCSS,
- Increase professional collegiality among all staff, and enhanced student learning

Section 3: Vision and Goals (continued)

II. Mentoring Program Goals

A. Enhance teacher knowledge of:

- The [NJ Professional Standards for Teachers: N.J.A.C. 6A:9-3.3.](#)
- Effective implementation of the NJCCCS and CCSS, and strategies related to them, in order to facilitate student achievement.
- How children and adolescents develop and learn in a variety of school, family and community contexts.
- The practice of culturally responsive teaching.
- Creating a safe and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Adaptation and modification of instruction to accommodate the special learning needs of all students.
- Effective verbal, non-verbal, and written communication techniques.
- Building relationships with parents, guardians, families and agencies in the larger community.
- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel.
- Build a foundation for continued professional growth through structured interactions with mentors, administrators and veteran teachers.

Section 4: Mentor Selection

I. Guidelines for Selection of Mentors

A. Attitude and Character:

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practice
- Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and open-minded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

B. Professional Competence and Experience:

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter
- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Maintains a network of professional contacts
- Understands the policies and procedures of the school, district, and teachers association
- Is a meticulous observer of classroom practice
- Collaborates well with other teachers and administrators
- Is willing to learn new teaching strategies from novice teachers

C. Communication Skills:

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that prompt reflection and understanding
- Offers critiques in a positive and productive way
- Uses e-mail effectively
- Is efficient with the use of time
- Conveys enthusiasm and passion for teaching
- Is discreet and maintains confidentiality

Section 4: Mentor Selection (continued)

I. Guidelines for Selection of Mentors

A. Interpersonal Skills:

- Is able to maintain a trusting professional relationship
- Knows how to express care for a novice teacher's emotional and professional needs
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others
- Is patient

B. Application Process and Criteria for Selection of Mentors

Each prospective mentor will fill out a Mentor Application form (Appendix A) to be submitted to the supervising Principal. The mentor will be selected by the supervising principal based on his/her best professional judgment.

The supervising principal will assign a mentor teacher to each novice teacher upon his or her hire (Appendix C). The supervising principal will facilitate the successful interaction of the mentor teacher and the novice teacher and reassign if necessary.

Mentors will be selected based upon the following criteria:

- The teacher is tenured in the district and actively teaching for at least three (3) years in the district.
- The teacher is committed to the goals of the local mentor plan.
- Teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.
- The teacher has demonstrated exemplary command of the *Professional Standards for Teachers*.
- The teacher is certified and has experience working with disabled students who are similar to the novice's targeted assignment.
- The teacher is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves.
- The teacher is knowledgeable about the resources and opportunities in the district and is able to act as a referral source to the novice teacher.
- The teacher provides three letters of recommendation from those certified staff within the district who are familiar with the mentor teacher applicant's work.
- The teacher agrees to complete a comprehensive mentor-training program.

Section 5: Roles and Responsibilities

I. Mentor Teacher Roles and Responsibilities

- A. Orient novice teachers to:
 - 1. School and District
- B. Link novice teachers to resources:
 - 1. School level
 - 2. District level
 - 3. Professional learning opportunities
- C. Provide systematic support to novice teachers.
- D. Establish regular weekly conference times to:
 - 1. Discuss novice teacher needs.
 - 2. Obtain ongoing support
 - 3. Plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers, the NJCCCS & CCSS.
- E. Maintain confidentiality for all mentor-novice activities.
- F. Help novice teachers to analyze teaching practice:
 - 1. Program specific
 - 2. Best practices
- G. Assist in professional development
 - 1. Once novice teacher has met with the principal
 - 2. Form a collegial/collaborative relationship aligned to professional teacher standards including:
 - a. **The Learner and Learning**
 - i. Standard 1: Learner Development
 - ii. Standard 2: Learning Differences
 - iii. Standard 3: Learning Environments
 - b. **Content**
 - i. Standard 4: Content Knowledge
 - ii. Standard 5: Application of Content
 - c. **Instructional Practice**
 - i. Standard 6: Assessment
 - ii. Standard 7: Planning for Instruction
 - iii. Standard 8: Instructional Strategies
 - d. **Professional Responsibility**
 - i. Standard 9: Professional Learning
 - ii. Standard 10: Leadership and Collaboration
 - iii. Standard 11: Ethical Practice
- H. Attend all mentor training programs
- I. Model continuing professional development and assist novice teacher in designing his/her own professional development based on administrative direction.
- J. Collaborate with the School Improvement Panel (SIP) and administration in evaluating the mentoring program.
- K. Collaborate with the School Improvement Panel (SIP), and administration in development of program revisions for the next school year.

Section 5: Roles and Responsibilities (continued)

II. Novice Teacher Roles and Responsibilities

- A. Plan, teach, facilitate and evaluate progress of students in own classroom.
- B. Maintain confidentiality for all mentor-novice activities.
- C. Participate in needs assessments.
- D. Visit mentor and other classroom teachers.
- E. Document mentoring activities and time.
- F. Participate actively in a learning community.
- G. Be open to constructive feedback from mentor, school leaders, and other content experts.
- H. Meet and conference with mentor on a regular basis.
- I. Develop own professional development plan for the year:
- J. Consult with administrator
- K. Form a collegial/collaborative relationship aligned to professional teacher standards including:
 - 1. **The Learner and Learning**
 - a. Standard 1: Learner Development
 - b. Standard 2: Learning Differences
 - c. Standard 3: Learning Environments
 - 2. **Content**
 - a. Standard 4: Content Knowledge
 - b. Standard 5: Application of Content
 - 3. **Instructional Practice**
 - a. Standard 6: Assessment
 - b. Standard 7: Planning for Instruction
 - c. Standard 8: Instructional Strategies
 - 4. **Professional Responsibility**
 - a. Standard 9: Professional Learning
 - b. Standard 10: Leadership and Collaboration
 - c. Standard 11: Ethical Practice
- L. Collaborate with the School Improvement Panel (SIP), Mentor teacher, and administration in evaluating the Mentoring program.
- M. Collaborate with School Improvement Panel (SIP), Mentor teacher, and administration in development of program revisions for the next school year.

Section 6: Professional Learning Components for Mentors

Mentor teachers must complete a comprehensive Mentor Teaching Training Program provided by the district. Additional and on-going sessions that provide opportunities for reflection and discussion of the mentoring process occur during the school year. During these sessions, the focus will be on assisting the mentors with providing specific and concrete feedback. In addition, mentors receive training in curriculum, instruction and assessment.

The mentor teacher is responsible for promoting the novice teachers' knowledge and instructional strategies related to the CCS and the NJCCCS and Professional Standards for Teachers in order to facilitate student achievement

Section 7: Professional Learning Components for Novice Teachers

Over the years, several theories of adult learning have been identified. Dennis Township School District recognizes the necessity of utilizing effective adult learning techniques to design a comprehensive mentor plan. Adults learn most effectively when there is a perceived need for new knowledge and skills; an opportunity to apply what has been learned; an emphasis on integrating new knowledge with what is already known; and an opportunity for collaboration and reflection. (Knowles, 1980; Menriam & Caffarella, 1991; Watkins & Marsick, 1993; Sergiovanni, 1996).

Therefore, the novice teachers professional learning experiences must be:

- Systemic
- Collaborative
- Reflective
- Rich with discussion, debate and problem solving
- A balance of theory and practice

Conversations, dialogue, reflective writing and collaborative problem solving will become common practices that encourage each novice teacher to challenge assumptions, gain new insights, and build leadership capacity.

Dennis Township School district is committed to providing a comprehensive mentoring program for novice teachers which will include:

- Collegial Coaching
- Mentor observation
- Meetings with other novice teachers and mentors as a group
- Reflective Practice groups
- Individual time for collaboration with mentor
- Orientation to the district

Section 7: Professional Learning Components for Novice Teachers (continued)

- Training in: CCS, NJCCCS, Effective Teaching Practices (Danielson evaluation rubric), effective lesson planning, formative assessment, the use of Genesis, Google, e-mail and all software related to the professional responsibilities of the teacher, and policies and procedures relevant to professional staff
- Suggested topics for Mentoring / Novice Teachers to include:
 - ✓ Effective Teaching Practices (4 domains of Danielson)
 - ✓ Lesson plans
 - ✓ Curriculum including unit development
 - ✓ Formative and summative assessments
 - ✓ Behavior Management
 - ✓ Specific characteristics of students with special needs
 - ✓ Student Communication including the use of PECS, BoardMaker, and Individual communication devices
 - ✓ Confidentiality
 - ✓ Classroom management
 - ✓ Documentation of student achievement
 - ✓ IEP procedures and development
 - ✓ Fire and security drills
 - ✓ Referral procedures
 - ✓ Instructional materials
 - ✓ Student achievement
 - ✓ Time management
 - ✓ Record keeping
 - ✓ Conferences
 - ✓ Special events
 - ✓ Professional development
 - ✓ PDPs
 - ✓ School resources
 - ✓ School Resource Officer
 - ✓ HIB policies
 - ✓ Field trips
 - ✓ Acceptable use policies for technology
 - ✓ Classroom set up
 - ✓ Professional obligations
 - ✓ Meeting the needs of the students
 - ✓ Report cards
 - ✓ Procedures for absences

Section 7: Professional Learning Components for Novice Teachers (continued)

Explanation of How Plan Aligns with the NJ Professional Standards for Teachers

The Dennis Township School District Mentoring Plan was designed to align with the NJ Professional Standards for Teachers. Aligned with the NJ Core Curriculum Content and Common Core State Standards, as well as national professional standards, New Jersey's professional standards for teachers illustrate the wide range of knowledge and abilities contemporary educators must possess to provide high-quality instruction and support improved student results.

These standards encompass the broad range of skills and knowledge a teacher needs, including deep content knowledge with varied instructional strategies; the creation of a productive learning environment; the use of assorted assessments; the understanding of human growth; the ability to work with diverse learners; strong communication skills; instructional planning; and the ability to create strong partnerships with parents, colleges, and the community.

Section 8: Action Plan for Implementation

Aligned with the regulations specified in NJAC 6A:9-8, novice teachers will be assigned a mentor after they have been board approved for a teaching contract in the Dennis Township School District. Initial mentor sessions will be facilitated by the principal or designee. Subsequent sessions will provide professional growth opportunities through collaboration with other mentor/ novice teacher teams.

In addition to weekly individual mentor/novice teacher work sessions, the mentors and novices will meet periodically throughout the year with other mentor/novice teams, facilitated by the principal or designee. The interactive collaborative experiences will focus on topics suggested in section 7 of this plan.

The building principal/designee will facilitate the successful interaction of the mentor and the novice teacher

The Mentor and Induction program will continue to evolve and be responsive to the individual needs of the novice teachers as well as district goals and student needs. The program will be monitored and modified as needed.

Section 9: Resource Options Used

The Dennis Township School District recognizes the importance of supporting the novice teacher throughout their mentoring process. To this end, district resources have been allocated in the following ways:

- Orientation days in August / September
- Release time for classroom visitation with substitute coverage
- Opportunity for out-of-district workshops as described in the association contract
- Staff development, in-service training and Professional Learning Communities
- Direct internet access available in each classroom
- Published resources including the New Jersey Mentoring for Quality Instructors Toolkit

Section 10: Funding Resources

Mentor teachers will receive a stipend for their services, paid by the mentee through the district.

Section 11: Program Evaluation

In order to continue to provide an effective mentoring experience, Dennis Township School District considers it important to evaluate our program on an ongoing basis. This evaluation will reflect the following five levels of professional development:

- Participant Reaction
- Participant Learning
- Organization Support and Change
- Participant Use of New Knowledge and Skills
- Student Learning Outcomes

These areas will be assessed using feedback sheets, questionnaires and the mentoring documentation logs. These forms will be reviewed by members of the School Improvement Panel (SIP), the District Evaluation Advisory Committee (DEAC) and building administration to monitor and revise the program as necessary.

Section 12: 20 Day Intensive Mentoring for Alternate Route Teachers

Current Assessment of 20-Day Intensive Mentoring Program:

In accordance with N.J.A.C. 6A: 9-8.3 and 9-8.4, the Dennis Township School District has developed an intensive mentoring plan to prepare novice, alternate route teachers with the skills and knowledge necessary to succeed in their initial teaching experience. By providing novice, alternate route teachers with immediate intensive mentoring support during their first 20 days (90 hours of support) from a veteran teacher, it is felt that they will receive both an overall orientation to the district and specific, guided experience in the areas of:

- New Jersey Core Curriculum Content Standards
- Classroom management and discipline
- IEP development and lesson planning
- District policies and procedures
- State and district assessment of student progress
- New Jersey Professional Standards for Teachers

Strategies for Meeting the 20-Day Requirement:

The 20-Day Intensive Mentoring Program developed by Dennis Township School District includes activities and experiences that occur both prior to the start of employment and during the initial days of each school year. Novice, alternate route teachers hired prior to the start of a new school year will have the opportunity to observe veteran teachers in the classroom and to teach sample lessons during the course of our Jump Start summer program. They will then undergo an extensive orientation to - and induction into - the school's culture, climate, policies and procedures on their first days of employment, prior to their first student contact.

This orientation will also include daily face-to-face mentoring with their mentoring teacher. The 20 Day intensive mentoring process continues following the arrival of students, as novice teachers are provided with frequent classroom visitations by the mentor (with appropriate feedback) and additional classroom visitations to experienced teachers for specific skill development. Substitute teachers will be utilized to relieve veteran teachers while they support the novice teacher in his or her classroom.

The district will provide similar experiences for novice, alternate route teachers hired midyear by providing opportunities which allow for new teachers to observe the outgoing teacher and other highly effective teachers in their classrooms prior to the start of their employment.

APPENDIX A

DENNIS TOWNSHIP SCHOOL DISTRICT Mentoring Application

This form indicates that you have a desire to mentor a novice teacher in the Dennis Township School District.

Directions: Answer the following questions and forward the completed form to the Principal. Use the reverse side of this form to answer the question, if necessary. Please attach three completed reference forms to this application.

Name: _____

School: _____

Assignment: _____

Total Years Teaching: _____

Years in Current Assignment: _____

Total Years With DTSD: _____

Please check all that apply:

_____ I was a mentor teacher for the _____ school year. Novice _____

_____ I have received formal mentor training

_____ Within the district

_____ Through another program (please describe)

1. Why do you want to be a mentor? What abilities and experiences do you bring to the process of mentoring beginning teachers?

2. How are you keeping current in curriculum areas?

I understand that I must receive training in the roles and responsibilities of a mentor teacher. I agree to meet with the novice teacher on a regular basis throughout the year.

Applicant Signature: _____

Date: _____

APPENDIX B

DENNIS TOWNSHIP SCHOOL DISTRICT
Principal's Mentor-Novice Assignment

I have assigned _____
Mentor teacher
to _____, position _____
Novice teacher
a first/second year teacher for the _____ school year.

Principal's Signature: _____ Date: _____

APPENDIX C

DENNIS TOWNSHIP SCHOOL DISTRICT
Individual Mentor Plan

Mentor Teacher: _____

Novice Teacher: _____

School Year: _____

GOALS (PDP):

GOALS (PDP):					
Activities	Participant	Expected Completion Date	Date Completed	Documentation	Initials

APPENDIX D

DENNIS TOWNSHIP SCHOOL DISTRICT
Mentoring Documentation Form

Name: _____ School: _____

Position: _____ ☐ I am a Mentor Teacher ☐ I am a Novice Teacher

DATE	ACTIVITY	TIME	SIGNATURE

Mentors Will Receive 1 Hour of Professional Development Credit for Each Week of Mentoring

Mentoring Documentation Forms Will Be Submitted to School Principal Monthly

DENNIS TOWNSHIP SCHOOL DISTRICT

Novice – Needs Assessment Questionnaire

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the principal
3. _____ Communicating with other teachers and therapists
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 individual needs
14. _____ Dealing with individual differences among students
15. _____ Understanding the curriculum
16. _____ Completing administrative paperwork
17. _____ Using a variety of teaching methods
18. _____ Writing IEPs
19. _____ Grouping for effective instruction
20. _____ Using the classroom computer
21. _____ Understanding the school system's teacher evaluation process
22. _____ Understanding my legal rights and responsibilities
23. _____ Dealing with stress
24. _____ Becoming aware of special services and programs provided by the district
25. _____ Preparing for State Testing / APA Portfolios

APPENDIX F

DENNIS TOWNSHIP SCHOOL DISTRICT Mentors – Written Feedback*

<p>Part A. Please choose the response for each item that most closely indicates your level of agreement with the following statements.</p> <p>Possible responses:</p> <ul style="list-style-type: none">A. Strongly AgreeB. AgreeC. DisagreeD. Strongly Disagree <ol style="list-style-type: none">1. _____ I understand what was expected of me as a mentor.2. _____ I communicated often with my novice teacher.3. _____ I helped my novice teacher plan lessons.4. _____ I provided personal support to my novice teacher.5. _____ I observed lessons and provided feedback on my novice teacher's teaching.6. _____ I felt prepared to be a mentor.7. _____ I helped my novice teacher become part of the school culture.8. _____ My novice teacher's ability to work with parents improved.9. _____ My novice teacher's classroom management improved.10. _____ My novice teacher's teaching improved.11. _____ I felt supported by the administration.12. _____ My novice teacher and I had ample time together.13. _____ I am glad that I was part of this program.	<p>Part B. Please respond to the following items.</p> <p>14. As a mentor, what needs (if any) did you have that were not addressed by the beginning teacher assistance program?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>15. What additional types of support should the school district provide you and other mentors?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>*This evaluation is not meant to be an assessment of any individual but of the program.</i></p>
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APPENDIX G

DENNIS TOWNSHIP SCHOOL DISTRICT Novices – Written Feedback*

<p>Part A. Please choose the response for each item that most closely indicates your level of agreement with the following statements.</p> <p>Possible responses:</p> <ul style="list-style-type: none">A. Strongly AgreeB. AgreeC. DisagreeD. Strongly Disagree <ol style="list-style-type: none">1. _____ I understood what was expected of me as a teacher.2. _____ I communicated often with my mentor.3. _____ My mentor was helpful in planning lessons.4. _____ I felt personally supported by my mentor.5. _____ My mentor observed lessons and provided feedback on my teaching.6. _____ I felt prepared to work with parents.7. _____ I became part of the school culture.8. _____ I received adequate assistance in securing needed resources.9. _____ I improved my classroom management.10. _____ I improved my teaching.11. _____ I felt supported by the administration.12. _____ My mentor and I had ample time together.13. _____ I am glad that I was part of this program.	<p>Part B. Please respond to the following items.</p> <p>14. As a beginning teacher, what needs (if any) did you have that were not addressed by the beginning teacher assistance program?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>15. What additional types of support should the school district provide to beginning teachers?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>This evaluation is not meant to be an assessment of any individual but of the program.</i></p>
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APPENDIX H

DENNIS TOWNSHIP SCHOOL DISTRICT Novice Teacher Questionnaire

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 your Professional Development Committee.

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. Did you meet at (please check all that apply):

☐ a specified time ☐ as needed ☐ other (please specify): _____

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

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

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

8. Did you discuss these observations? ☐ Yes ☐ No If yes, how did you find the time?

APPENDIX H

DENNIS TOWNSHIP SCHOOL DISTRICT Novice Teacher Questionnaire (Continued)

Open-ended Questions:

1. The biggest challenge that I had this year was...

2. During this first year, I wish I had known...

3. One problem that could not handle was...

4. One benefit of having a mentor was...

5. The most important thing I learned from my mentor was...

6. If I was a mentor and I had a novice teacher, I would be sure to...

7. If I were to design a mentor training program, I would emphasize...

Thank you for your assistance.

APPENDIX I

DENNIS TOWNSHIP SCHOOL DISTRICT **Mentor Questionnaire**

We would like to gather some information from you that will help us improve our mentoring program. Your responses, in the form of aggregated data, will be shared with you and your colleagues.

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 the Professional Development Committee.

My Role as a Mentor and the Support Received from Others

1. How many years have you been a mentor? _____ years
2. What individuals, activities, or readings were most helpful in enabling you to understand your role as a mentor?

Individuals: _____

Activities: _____

Readings: _____

3. What other activities did/might assist you in gaining this understanding?

4. What kinds of administrative support were most valuable in helping you to fulfill your role?

5. Which types of administrative support were not as valuable?

APPENDIX I

DENNIS TOWNSHIP SCHOOL DISTRICT
Mentor Questionnaire (continued)

6. How many times did you observe your novice teacher? ____ times
7. How many times did your novice teacher observe you in a typical month? ____ times
8. To your knowledge, how many times did your novice teacher observe other faculty members teaching in a typical month? ____ times
9. What other resources did your guide your novice teacher to use?

10. Please describe any strategies you employ to find time to meet with your novice teacher.

11. Please describe any strategies you believe the district should employ to facilitate finding time with your novice teacher.

12. Please describe any strategies you use that are effective in building a collegial relationship with your novice teacher.

APPENDIX I

DENNIS TOWNSHIP SCHOOL DISTRICT
Mentor Questionnaire (continued)

Open-ended Questions:

13. One real benefit of being a mentor was...

14. The biggest challenge that I had this year as a mentor was...

15. As a mentor, I wish I had known...

16. If I were to give advice to a new mentor, it would be...

17. The most important thing I learned from my novice teacher was...

18. One problem that my novice teacher had that I could not handle was...

19. If I were to design a mentor training program, I would emphasize...

Thank you for your assistance!