

**LOWER CAPE MAY REGIONAL
SCHOOL DISTRICT**

MENTORING PLAN

**REVISED
AUGUST 2019**

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT MENTORING PLAN

District: Lower Cape May Regional

Code: 2820

County: Cape May

Code: 09

	Completed		Comments
	Yes	No	
Section 1: District Profile A. District Profile Sheet B. LPDC Signoff Sheet C. Board of Education Approval Form	√		
Section 2: Needs Assessment A. Current Assessment of Mentoring Program B. Current Needs of District Mentoring Plan	√		
Section 3: Vision And Goals A. Mentoring Program Vision B. Mentoring Program Goals	√		
Section 4: Mentor Selection A. Guidelines for Selection of Mentors B. Application Process and Criteria For Selection of Mentors	√		
Section 5: Roles and Responsibilities	√		
Section 6: Professional Learning Components for Mentors	√		
Section 7: Professional Learning Components for Novice Teachers	√		
Section 8: Action Plan for Implementation	√		
Section 9: Resource Options Used	√		
Section 10: Funding Resources	√		
Section 11: Program Evaluation	√		

I hereby certify that the Lower Cape May Regional School District Board of Education approved this plan on August 22, 2019

_____ Date

_____ Mark Mallett, Business Administrator/Board Secretary

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I. District Profile

Name of District: Lower Cape May Regional District Code: 2820

County: Cape May County Code: 09

District Address: 687 Route 9
Cape May, NJ 08204

Names of Professional Staff Members Elected to Committee:

<u>Name (please print)</u>	<u>Signature</u>	<u>Position</u>	<u>Term</u>
<u>Sandi Eakin</u>		<u>Teacher</u>	<u>Chair</u>
<u>Lori Schulte</u>		<u>Teacher</u>	<u>Term</u>
<u>Patrick Holden</u>		<u>Teacher</u>	<u>Term</u>
<u>Dan Polo</u>		<u>Teacher</u>	<u>Term</u>

Names of Administrators Appointed to Committee:

<u>Name (please print)</u>	<u>Signature</u>	<u>Position</u>	<u>Term</u>
<u>Joseph Castellucci</u>		<u>Superintendent</u>	
<u>Christine Teeney</u>		<u>Director of Curriculum & Instruction</u>	

Contact Person: Christine Teeney, Director of Curriculum and Instruction

Phone: 609-884-3475 ext. 222

Fax: 609-884-7067

E-mail: teeneyc@lcmrschools.com

The District Profile Sheet reflects the mentoring data from the _____ school year.

Name of District: Lower Cape May Regional District Code: 2820

County: Cape May County Code: 09

District Address: 687 Route 9

Cape May, NJ 08204

Chief School Administrator: Joseph Castellucci, Superintendent

Mentoring Program Contact: Sandi Eakin

Mentoring Program Contact Phone: 609-884-3475

Mentoring Program Contact Email: eakins@lcmrschools.com

Type of District (check one): K-5 K-6 K-12 7-12 9-12

Other (specify): _____

Number of novice teachers with a Certificate of Eligibility: _____

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

Number of novice special education teachers with a standard license: _____

Number of Mentors: _____

Identify the number of provisional novice teachers in the following areas:

K-5 _____ 6-8 _____ 9-12 _____ Special Education (all grades) _____

II. Needs Assessment

- A. The LPDC addressed the continued development of the Lower Cape May Regional School District Mentor Plan in a series of monthly meetings throughout the school year. This standing agenda item gave us the opportunity to gather information and reflect on progress relative to the content, design, processes and goals of our program. The LDPC includes teachers, building administrators, the Teacher Mentor Coordinators for each building and the District Director of Curriculum and Instruction. The design of this committee gave us an opportunity to collect informal and formal information and data from teachers, novice teachers, mentors, students, and parents that established the foundation for new goals. Sources of this information came from teacher, mentor teacher, and mentor surveys, mentor logs, end of year mentor reports, school based committee reports, student focus group discussions with the Superintendent, parent meeting feedback, and informal and formal teacher observation and evaluation. Discussions focused on the extent to which novice teachers were applying their professional learning to practice.

The committee also reviewed information and data from the HSTW site visit report, CAPA recommendations and benchmark reports, the District Professional Development Plan, Teacher Professional Development Survey, Building and District annual objectives reports, and monthly department liaison reports and student assessment data. A review of this information in light of our previous plan goals indicated that we made significant progress.

Both mentors and their charges indicated that regularly scheduled, productive meetings were attended and helpful. Teacher Mentors reported that their quarterly meetings with Mentor Coordinators were similarly productive. While peer observation practices were not fully practiced, program participants choosing to participate reported satisfaction with the process. Moreover, they provided feedback for the continued development of this important element. All Novice Teachers fully participated in all scheduled activities and indicated that they felt “supported”, “trusted”, “encouraged”, and “inspired.” Veteran staff enthusiastically participated by providing encouraging feedback and participating in peer observation. Novice Teachers learned, practiced, observed exemplars and applied specific strategies for motivating students, classroom management, differentiating instruction, using new technology and employing varied assessment. They were also guided in creating meaningful professional development plans that reflected a sequence of sustained activities targeting their individual goals.

Novice Teachers completed formative and summative program evaluation surveys that indicated the program was helpful. Communication with Principals and Assistant Principals and direct supervisors indicated that information and activities resulted in improved classroom performance. Moreover parents and students reported successful experiences with new staff. Perhaps the best testament to the efficacy of our program is the fact that all novice teachers were recommended for, and elected to, continue employment.

As we look ahead, we reflect on several issues that warrant attention. These include training all teachers in the Danielson Evaluation Model, understanding the Core Content Standards, and the new professional development standards including developing quality measurable, and achievable student growth objectives.

We have developed and expanded a comprehensive mentoring program that has been deemed successful by a variety of stakeholders. We will maintain build on this success.

In the spirit of constant improvement we offer the following Needs in Section B.

- B. A review of the Lower Cape May Regional Mentor Program identified the following specific areas needing attention and improvement.

Need All Novice Teachers and Mentors need to participate in peer coaching.

Action The District will include specific direction to all novice teachers and their mentors that their responsibilities include attending training in peer observation and subsequent participation.

Need The District needs to expand the support network for novice teachers.

Action Department Liaisons will be formally invited to participate in each aspect of the program. The Department Liaison job description will be reviewed to determine how some mentoring responsibilities can be shared. Second and third year teachers will be given in-service time to share their experiences as first-year teachers and attend trainings to receive on-going support.

Need Second and Third year teachers need on-going, sustained professional development that meets their specific developmental needs. They can also help support Novice teachers through the resources provided through the mentor program.

Action The three year plan will include activities that engage second and third year staff in collegial sharing with novice teachers. These teachers will also be invited to revisit the first year component and participate more fully in overall program evaluation.

III. Vision and Goals

VISION: The Lower Cape May Regional School District recognizes and supports the need for a formal Novice Teacher Mentor Program. The Mentoring Program will focus on assisting teachers in the performance of their duties and adjustment to the challenges of teaching. New teachers need a continuous, consistent system of support that provides regular feedback, encouragement, and direction. All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped) are assigned a mentor upon beginning the provisional year. All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped) participate in a one-year mentoring program (30 weeks for traditional route and 34 weeks for alternate route).

- GOALS:**
1. All first-year novice teachers and their mentors will be formally trained and engaged in the Peer Coaching process.
 - Objective – Two training sessions will occur in peer coaching for mentors and their charges during the first year.
 - Objective The LPDC will adopt a peer coaching model that includes monthly interactions and a schedule which may include any necessary release time.
 2. Each novice teacher will meet the requirements of the new mentor program.

Objective – All novice teachers will attend a minimum of ten PD meetings specifically designed for them.

Objective – All novice teachers and subject area mentors will meet on a weekly basis and reflect discussion topics in their logs that center on each of the New Jersey Professional Teaching Standards.

3. Each novice teacher training session will include the participation of veteran and second and third year teaching staff.

Objective – Veteran staff will be invited to demonstrate an effective instructional strategy in each novice teacher meeting.

Objective Second and Third year teachers will be guided to attend novice teacher meetings relative to their professional improvement plans.

4. The teacher mentor programming training schedule will include presentations, demonstrations and guided practice on ten researched based effective instructional strategies.

Objective – New teacher mentor coordinators and mentors will attend in-service training on research-based instructional strategies during the school year.

Objective – Summer staff development time will provide mentor training workshops on effective strategies and peer coaching each year.

IV. Mentor Selection

- A. All vacancies for mentoring shall be posted as early as the District is aware of its needs. The postings shall include the qualifications for the position and be consistent with all District employment procedures.

Each Teacher Mentor will be a fully certified, tenured teacher within the District with a demonstrated record of effectiveness. Every effort will be made to ensure that the Teacher Mentor will be certified and actively teaching in the same field, at or near the same grade level as the Novice Teacher.

- B. All prospective Mentors will apply in writing to the Superintendent. A committee comprised of the Building Principal and members of the Teacher Mentor Committee will review the applications, conduct an interview and make a recommendation to the Superintendent.

All successful candidates will have a history of exemplary evaluations; demonstrate effectiveness in interpersonal, human relations, and communication skills; possess the ability to give constructive feedback on the teaching-learning process; agree to a no-fault compact and demonstrate a commitment to the Mentor Program Goals.

V. Roles and Responsibilities

MENTORS

The Mentor will maintain confidentiality in the Mentor – Novice Teacher relationship.

The Mentor will demonstrate and model excellent content knowledge and pedagogy.

The Mentor will provide daily support, advice and encouragement to facilitate the understanding of the responsibilities of a professional teacher.

The Mentor will meet at minimum once a week with Novice Teachers to provide the support necessary to ensure that program goals are met.

The Mentor will assist New Teacher Mentor Coordinators in the development of their program and providing assistance to Novice Teachers.

The Teacher Mentor will attend training and provide opportunities for peer coaching.

The Teacher Mentor will make recommendations for staff development for Novice Teachers.

The Mentor will meet any and all other criteria specified in the Novice Teacher Mentor Job Description, C-10.23, of the Lower Cape May Regional School District.

NOVICE TEACHER

The Novice Teacher will attend all required trainings.

The Novice Teacher will recognize areas for growth and work constructively with mentors and peers for improvement.

The novice teacher will embrace the New Jersey Standards for Professional teachers and reflect them through behavior and practice.

The Novice teacher will fulfill all requirements established by the Lower Cape May Regional School District.

LPDC

The LPDC shall facilitate the continued development of the mentor program through regular communication with the Mentor Coordinators, Administration, and Novice Teachers.

The LPDC shall conduct a needs assessment that includes formative and summative evaluation of the mentor program and revise the mentor plan in concert with program participants, the administration and Board of Education.

LCMR BOARD

The Board of Education shall provide a stipend for all Subject Area Mentors in the amount of \$500.00.

The Board of Education shall oversee the administration of the Mentor Program to ensure that all stated practices including hiring occur upon the recommendation of the Superintendent.

The Board of Education shall provide a stipend as recorded in Schedule "C" of the Contract Agreement for the Teacher Mentor Coordinators.

The Board of Education shall provide time, people, and resources for the implementation of this plan.

VI. Professional Learning Components for Mentors

The mentor will attend a two-day formal new teacher/mentor induction program provided by the Teacher Mentor Coordinators prior to the start of the school year that is designed to help establish effective classroom management and build familiarity with the District and its curriculum, program initiatives, and enter into a no-fault contract with a subject area mentor.

Each Mentor will take part in District and State required training designed specifically for enhancing the mentoring process.

Each Mentor will attend District-sponsored training focused on aligning content and assessment with standards; the effective use of instructional technology; peer coaching; developing model lessons; and effective instructional pedagogy, and “mentoring.”

Each Mentor will develop a comprehensive understanding of the New Jersey Professional Standards for Teachers, and the Lower Cape May Regional Evaluation System for Professional Staff.

Each Mentor will participate in networking sessions with the Mentor Coordinators and Novice Teachers on a quarterly basis.

Through meetings with novice teachers, 3 full day and five half day in-service workshops, after school, departmental, team, faculty, and focus group meetings, the Lower Cape May Regional School District mentor program ensures a direct alignment with each of the New Jersey Professional teaching Standards.

Standard One:

Each Teacher Mentor is a fully certified, tenured teacher within the District with a demonstrated record of effectiveness in designing and delivering developmentally appropriate lessons that provide efficient access to the NJCCCS for all students.

Standard Two

Regularly scheduled training and meeting times focus on discovering and reflecting on adolescent development and behavior. This includes introduction, rehearsal, application and reflection on the use of strategies designed around research on the brain. Additional trainings focus on the student in the context of family and community. The process of interacting with the novice teacher creates a condition for personal reflection related to this standard.

Standards Three and Four

All professional development activities reflect our culturally responsive curriculum. These include components for teaching to different learning styles, multiple intelligences, and making accommodations through differentiation for students with special needs. Moreover, every opportunity is made to help teachers communicate and understand students in the context of their families and communities. Mentors are actively engaged in designing curriculum, maps, scope and sequence and lesson plans that reflect these practices. The District Professional Evaluation system encourages teacher behavior that stimulates critical and creative thinking and the identification of performance outcomes.

Standard Five

Mentors work within their departments to create a wide variety of assessment strategies, examine student performance data, and modify practice that targets areas of weak performance.

Standards Six, Seven and Eight

The district frequently provides in-service opportunities on student motivation, actively engaging all learners, communicating with parents, creating positive rapport with students, and providing learning accommodations for special needs learners. The plan includes these opportunities. The district has completed a three year training schedule on differentiating instruction to meet the needs of all learners. The district curriculum includes courses and units of courses in an aligned sequence that ensures students are given on-going opportunities to

observe and model positive behavior including conflict resolution, effective communication and the democratic process. Teachers model appropriate communication skills. Teachers are also trained and use new communication technologies. Recent developments include the application of real time electronic grade reporting, web-pages, discussion boards and WIKI's as part of instructional and work/community communication.

Standard Nine

The district has formally established processes for communicating with parents that include the use of an on-line grading and e-mail system that is used by all staff. Frequent parent conferences, Back to School Nights, exhibitions of learning and a multitude of community events help mentors foster the partnerships they need with parents and the community. Through our Perkins program formal partnerships are being created with area businesses, the community college and parents. Our Title I and 192 programs provide a multitude of staff/parent communication. Mentors model the use of outside speakers and guests in their classroom.

Standard Ten

The mentor plan recognizes the value of fostering a structured, sincere approach toward the creation of the Professional Development Plan. This includes frequent opportunities with the mentor and the novice teacher to collaboratively discuss and explore goals, resources and strategies as they draft an initial novice teacher plan. This process creates multiple opportunities for the mentor to reflect on their own professional growth. Professional collaboration that targets teaching and learning, lies at the heart of all professional development activities.

VII. Professional Learning Components for Novice Teachers

The Novice Teacher will attend a two-day formal new teacher/mentor induction program provided by the Teacher Mentor Coordinators prior to the start of the school year that is designed to help establish effective classroom management and build familiarity with the District and its curriculum, program initiatives, and enter into a no-fault contract with a Subject Area Mentor.

The Novice Teacher will attend a minimum of one conference per week with their Mentor. The content of discussion will include a review of observable student performance and behavior and the relationship to instructional planning. Discussions may also progress to the sharing of specific pedagogy, effective communication with parents and the community, conducting case studies or action research, and curriculum development.

The Novice Teacher will attend monthly sessions with their colleagues and receive in-service on all elements of The New Jersey Standards for Professional Teachers, the Professional Evaluation System, District Policies and Procedures, lesson planning, classroom, local, and state assessment, classroom management and discipline, Core Curriculum Content Standards, peer observation, and other topics identified through on-going communication with the Administration, mentors, LPDC, and school staff.

The Novice Teacher will attend District-sponsored staff development designed to infuse technology into daily practice, align content and assessment with Standards, develop curricula, learn assessment strategies and the unique needs of adolescents, analyze assessment data, design differentiated instruction, participate in peer coaching and identify effective communication strategies with parents and the greater community.

The Novice Teacher will be formally observed and evaluated in accordance with all State and District guidelines. The Novice Teacher will develop an understanding of specific areas in need of development and develop practices that demonstrate a commitment to constant improvement.

The novice teacher in the Lower Cape May Regional School District is provided a series of required trainings and experiences that are aligned with the New Jersey Professional Standards for Teachers.

Standards One and Two

All Novice Teachers meet the definition of “Highly Qualified” and have met the necessary certification requirements for employment. Initial training sessions reinforce and support novice teachers as content experts who understand best practices for teaching and learning.

Standards Three, Four and Five

A cornerstone of our mentor program is joint short and long-range planning with the mentor and novice teacher. This ensures that lessons meet the diverse needs of learners in a culturally responsive context that employs strategies reflecting school, district and program goals, and foster developmentally appropriate 21st century thinking skills.

Standard Six

Novice teachers receive specific training in classroom management, bullying and peer pressure, and affirmative action. The schools also provide a menu of proactive behavior modification systems designed to extinguish negative behavior. Novice Teachers work directly with the Director of Discipline to ensure they understand how to inculcate positive and constructive behavior patterns in their classrooms. Teachers receive additional information through guidance and child study team on creating positive behavioral supports.

Standard Seven

Novice teachers receive direct instruction that, “ they will make the biggest difference where the biggest difference needs to be made.” The spirit of this statement is reinforced through a series of trainings on helping students with special needs reach success in school.

Standard Eight

The initial new teacher induction training sessions provide direct training in effective verbal, nonverbal and written communication techniques. Novice teachers are also trained in the effective use of the district internet resources, e-mail and technology training resources.

Standard Nine

All aspects of the novice teacher training experience emphasize effective communication with parents. Mentor teachers and veteran staff provide suggestions and coach these teachers in their initial parent contacts. Novice teachers observe and learn about how to use community resources including guest speakers through their workgroups. The new teacher work environment by design is collaborative.

Standard Ten

The mentor plan recognizes the value of fostering a structured, sincere approach toward the creation of the Professional Development Plan. This includes frequent opportunities with the mentor and the novice teacher to collaboratively discuss and explore goals, resources and strategies as they draft an initial novice teacher plan. This process creates multiple opportunities for the novice teacher to reflect and discuss their own professional growth. Professional collaboration that targets teaching and learning, lies at the heart of all professional development activities.

20 Day Clinical Experience

20 Day Clinical Experience requirement for Alternate Route Teachers

Alternate Route Teachers in the Lower Cape May Regional School District will participate in all activities and programs identified in the District Mentor Plan. For Novice Teachers with no teaching experience, the contact time between novice and mentor teacher will be a minimum of 90 contact hours.

In order to facilitate this on-going, intensive and supportive experience, the following strategies will apply.

1. A minimum of ninety hours of contact time will extend beyond twenty days. The schedule will include the following items.

August – 2-day orientation – 12 Hours
September – District In-Service 2½ days – 14 Hours
Mentor Coordinator Network Session – 1 Hour
Weekly Mentor Meetings – 4 Hours
Team meetings – 8 Hours
October – Mentor Coordinator Network Session – 1 Hour
Weekly Mentor Meetings – 4 Hours
Team meetings – 8 Hours
District In-Service – 6 Hours
November – Mentor Coordinator Network Session – 1 Hour
Weekly Mentor Meetings – 4 Hours
Team meetings – 8 Hours
December – Mentor Coordinator Network Session – 1 Hour
Weekly Mentor Meetings – 4 hours
Team meetings – 8 Hours
District In-Service – 2½ Hours
January – Mentor Coordinator Network Session – 1 Hour
Weekly Mentor Meetings – 4 Hours
Team meetings – 8 Hours

The schedule will continue for the remainder of the year with a minimum of the contact hours required in the mentor plan (6 per month).

2. A Novice Teacher who has documented successful experience in the district as a long-term substitute for at least two consecutive months shall be credited 15 hours of the 90 hour requirement upon the recommendation of the Building Principal.

A novice teacher who has completed Phase 1-A of regional training shall be credited 20 hours.

VIII. ACTION PLAN Year 1

Topic	Target Audience	Date/Location	Activity/Lead Person(s)*	Evaluation	Goal
New Teacher Orientation <ul style="list-style-type: none"> • <u>Introduction to the Building</u> • <u>Lesson Design & Planning</u> • <u>District Software</u> • <u>Introduction to Instructional Media Center</u> • <u>Roles and Responsibilities of Mentors</u> • <u>Needs of New Teachers</u> • Working with your Mentor 	Mentors Novice Teachers	August 26-28 <ul style="list-style-type: none"> • Administration Building • <u>Individual Building</u> 	Presentation Introductions Building Visitations <u>Discussion</u> <u>Q & A</u> Administrative Team Teacher Mentor Coordinators	Participant Feedback Forms	2
<ul style="list-style-type: none"> • <u>Back To School Night</u> • <u>Using Maestro, Lesson Planning & Journaling -Your Portfolio</u> • <u>Daily Routines & Procedures</u> • <u>What to do if...</u> • <u>Lesson Design & Planning</u> 	Mentors Novice Teachers	September <ul style="list-style-type: none"> • Individual Dates by Building – High School, RMT 	Presentation – Director C&I <u>Discussion</u> <u>Q & A</u>	<u>Checklist and/or Feedback Sheets</u> <u>Participant Discussion</u>	2
<ul style="list-style-type: none"> • Grading/Assessment, <u>Working with Special Needs Students</u> • Intro to Peer Coaching • <u>Teacher Evaluation</u> • <u>Communication Student Support Services</u> 	Mentors 1st, 2nd & 3rd year Teachers	October <ul style="list-style-type: none"> • Individual Dates by Building – High School, RMT 	Presentation <u>Discussion</u> <u>Q & A</u> <u>Student Support</u> <u>Staff Guests</u>	Participant Discussion	1, 2, 3, 4

Topic	Target Audience	Date/Location	Activity/Lead Person(s)*	Evaluation	Goal
Required District In-Services Aligning Content with Standards	ALL STAFF	October 1028 • Full day In-Service	Department Work Workshops Work Groups By Department	Review of Departmental Reports	1, 2
<ul style="list-style-type: none"> Professional Evaluation System & Standards Parent Teacher Conferences <u>Instructional Planning & Strategies</u> 	Novice Teachers	November • Individual Dates by Building – High School, RMT	Presentation Guests Building Administrator	Participant Feedback Form – Checklist	2, 4
<ul style="list-style-type: none"> Instructional Strategies <u>Human Growth & Development</u> <u>Classroom Management</u> 	Novice Teachers	December • Individual Dates by Building – High School, RMT	Presentation Model Teacher	Participant Discussion & Written Feedback	2, 3, 4
Essential Questions, Teaching Vocabulary • Half-Day In-Services	ALL STAFF	December 89 • ½ day In-Service	Work Session with Departments 7-12	7-12 Curriculum Revisions Lesson Plans	2, 3, 4
<ul style="list-style-type: none"> Budget Development Process <u>Peer Coaching</u> 	Mentors 1st, 2nd & 3rd year Teachers	January • Individual Dates by Building – High School, RMT	<u>Discussion Q & A</u> <u>Presentation Group Activity</u>	Budget Templates Samples	1, 2
<ul style="list-style-type: none"> <u>IEP/504</u> <u>Guidance Services</u> <u>Working with Special Needs Students</u> <u>Diverse Learners</u> <u>Developing Benchmark Assessments</u> 	Novice Teachers	February Individual Dates by Building High School, RMT January 30 • <u>½ day In-Service</u>	<u>Discussion Presentation</u> – Veteran Staff <u>Q & A</u> <u>Work session within Departments</u>	<u>Group Discussion</u> Review and Feedback on Logs Quarterly Benchmark Assessment Documents	2, 3, 3

Topic	Target Audience	Date/Location	Activity/Lead Person(s)*	Evaluation	Goal
<ul style="list-style-type: none"> • <u>Student Support Services</u> • <u>Collaboration & Partnership</u> <u>Professionalism-Defined PIP Process</u> 	Novice Teachers	<u>March</u> <ul style="list-style-type: none"> • February • Individual Dates by Building – High School, RMT 	<u>Presentation</u> <u>Guest, Support Services Personnel</u> <u>Group Activity</u> Veteran Staff Presentation	Group Discussion	2, 2 , 3
Essential Questions, Teaching Vocabulary <ul style="list-style-type: none"> • <u>Half-Day In-Services</u> <u>Student Support Services</u> 	ALL STAFF	<u>March_16</u> <ul style="list-style-type: none"> • <u>½ day In-Service</u> <u>Individual Dates by Building High School, RMT</u> 	<u>Work Session</u> <u>Within Departments</u> Peer Coaching Planning <u>Presentation</u> <u>Guest, Support Services Personnel</u>	<u>Curriculum Maps/Common Course Syllabi/Pacing Guides</u> <u>Group Discussion</u> Peer Coaching Schedule Lesson Plans	2, 4, 2 , 3
<ul style="list-style-type: none"> • <u>Professional Improvement Plans</u> • <u>Program Evaluation</u> <u>PIPs</u> 	Mentors 1st, 2nd & 3rd year Teachers	<u>May</u> <ul style="list-style-type: none"> • April • Individual Dates by Building – High School, RMT 	<u>Written and Oral Program Evaluation</u> <u>Goal Setting & Planning</u> Peer Coaching Feedback Discussion and Report	<u>Mentor Journal</u> Review and Feedback Completed Draft PIPs	2, 1 , 2 , 3
<u>Aligning Curriculum Assessment & Standards</u> <ul style="list-style-type: none"> • <u>Half-Day In-Services</u> <u>Program Evaluation</u> 	ALL STAFF	<u>May_1</u> <ul style="list-style-type: none"> • <u>½ day In-Service</u> <u>Individual Dates by Building High School, RMT</u> 	<u>Work Session</u> <u>Within Departments</u> <u>Written and Oral Program Evaluation</u>	<u>Curriculum Maps/Common Course Syllabi/Pacing Guides</u> <u>Mentor Journals</u>	2 3
<ul style="list-style-type: none"> • End of Year Procedures 	Mentors Novice Teachers	<u>June</u> <ul style="list-style-type: none"> • Individual Dates by Building – High School, RMT 	Mentor/Mentee Presentations on Progress and Recommendations	Discussion Notes for Revising/Updating Upcoming Program Activities	2

VIII. ACTION PLAN Year 2

Topic	Target Audience	Date/Location	Activity/Lead Persons	Evaluation	Goal
New Teacher Orientation <ul style="list-style-type: none"> • Introduction to the Building • Lesson Design & Planning • District Software • Introduction to Instructional Media Center • Roles and Responsibilities of Mentors • Needs of New Teachers • Working with your Mentor 	Mentors Novice Teachers	August Two Days <ul style="list-style-type: none"> • Administration Building • Individual Building 	Presentation Introductions Building Visitations Discussion Q & A Administrative Team Teacher Mentor Coordinators	Participant Feedback Forms	2
<ul style="list-style-type: none"> • Back To School Night • Journaling – Your Portfolio • Daily Routines & Procedures • What to do if... • Lesson Design & Planning 	Mentors Novice Teachers	September <ul style="list-style-type: none"> • Individual Dates by Building – High School, RMT 	Presentation Discussion Q & A Building Administrators	Checklist and/or Feedback Sheets	2
<ul style="list-style-type: none"> • Grading/Assessment • Intro to Peer Coaching • Teacher Evaluation • Communication 	Mentors 1st, 2nd & 3rd year Teachers	October <ul style="list-style-type: none"> • Individual Dates by Building – High School, RMT 	Presentation Discussion Q & A	Participant Discussion Student Survey Review	1, 2, 4
Required District In-Services “What makes instruction effective?”	ALL STAFF	October <ul style="list-style-type: none"> • Full day In-Service 	Department Work Workshops	Review of Departmental Reports	1, 2

Topic	Target Audience	Date/Location	Activity/Lead Persons	Evaluation	Goal
<ul style="list-style-type: none"> Professional Evaluation System & Standards Parent Teacher Conferences Instructional Planning & Strategies 	Novice Teachers	November <ul style="list-style-type: none"> Individual Dates by Building – High School, RMT 	Presentation Guests Building Administrator	Participant Feedback Form – Checklist	2, 3, 4
<ul style="list-style-type: none"> Instructional Strategies Human Growth & Development Classroom Management 	Novice Teachers	December <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Presentation Model Teacher	Participant Discussion & Written Feedback	2, 3, 4
UBD, Subject Area Pedagogy <ul style="list-style-type: none"> Half-Day In-Services 	ALL STAFF	December <ul style="list-style-type: none"> ½ day In-Service 	Work Session with Departments 7-12	7-12 Curriculum Revisions, Lesson Plans	2, 3, 4
<ul style="list-style-type: none"> Budget Development Process Peer Coaching Technology Roundtable 	Mentors 1st, 2nd & 3rd year Teachers	January <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Discussion Q & A Presentation – Tech Staff/Veteran Staff	Budget Templates Samples	1, 2, 3
<ul style="list-style-type: none"> IEP/504 Guidance Services Working with Special Needs Students Diverse Learners 	Novice Teachers	January <ul style="list-style-type: none"> ½ day In-Service 	Discussion Presentation – Veteran Staff Q & A	Group Discussion Review and Feedback on Logs	2, 3
<ul style="list-style-type: none"> Student Support Services Student Surveys Collaboration & Partnership 	Novice Teachers	March <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Group Activity CST/SBYS/Guidance Staff Presentation	Group Discussion	1, 2, 3
Interdisciplinary Connections <ul style="list-style-type: none"> Half-Day In-Services 	ALL STAFF	March <ul style="list-style-type: none"> ½ day In-Service 	Work Session Within Departments Peer Coaching Planning	Group Discussion Peer Coaching Schedule 7-12 Curriculum Revisions	1, 2, 3
<ul style="list-style-type: none"> Professional Improvement Plans Program Evaluation 	Mentors 1st, 2nd & 3rd year Teachers	May <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Goal Setting & Planning Peer Coaching Feedback Discussion and Report	Mentor Journal Review and Feedback Portfolio Review	1, 3

Topic	Target Audience	Date/Location	Activity/Lead Persons	Evaluation	Goal
“The Best Research on Your Curriculum” • Half-Day In-Services	ALL STAFF	May • ½ day In-Service	Work Session Within Departments	Curriculum Maps/Common Course Syllabi/Pacing Guides	4
• End of Year Procedures	Mentors Novice Teachers	June • Individual Dates by Building – High School, RMT	Mentor/Mentee Presentations on Progress and Recommendations	Discussion Notes for Revising/Updating Upcoming Program Activities	2

VIII. ACTION PLAN Year 3

Topic	Target Audience	Date/Location	Activity/Lead Persons	Evaluation	Goal
New Teacher Orientation <ul style="list-style-type: none"> • Introduction to the Building • Lesson Design & Planning • District Software • Introduction to Instructional Media Center • Roles and Responsibilities of Mentors • Needs of New Teachers • Working with your mentor 	Mentors Novice Teachers	August Two Days <ul style="list-style-type: none"> • Administration Building • Individual Building 	Presentation Introductions Building Visitations Discussion Q & A Administrative Team Teacher Mentor Coordinators	Participant Feedback Forms	2
<ul style="list-style-type: none"> • Back To School Night • Journaling – Your Portfolio • Daily Routines & Procedures, • What to do if..., • Lesson Design & Planning 	Mentors Novice Teachers	September <ul style="list-style-type: none"> • Individual Dates by Building High School, RMT 	Presentation Discussion Q & A	Checklist and/or Feedback Sheets	2
<ul style="list-style-type: none"> • Grading/Assessment • Intro to Peer Coaching • Teacher Evaluation • Parents as Partners 	Mentors 1st, 2nd & 3rd year Teachers	October <ul style="list-style-type: none"> • Individual Dates by Building High School, RMT 	Presentation Discussion Q & A	Participant Discussion Student Survey Review	1, 2
Required District In-Services “5 Unsinkable Strategies”	ALL STAFF	October <ul style="list-style-type: none"> • Full day In-Service 	Department Work, Workshops	Review of Departmental Reports Lesson Plans	2, 4

Topic	Target Audience	Date/Location	Activity/Lead Persons	Evaluation	Goal
<ul style="list-style-type: none"> Professional Evaluation System & Standards Parent Teacher Conferences Instructional Planning & Strategies 	Novice Teachers	November <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Presentation Guests Building Administrator	Participant Feedback Form – Checklist	2, 3, 4
<ul style="list-style-type: none"> Brain-Based Instructional Strategies Human Growth & Development Classroom Management 	Novice Teachers	December <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Presentation – Veteran Staff Model Teacher	Participant Discussion & Written Feedback	2, 3, 4
“5 More Unsinkable Strategies” <ul style="list-style-type: none"> Half-Day In-Services 	ALL STAFF	December <ul style="list-style-type: none"> ½ day In-Service 	Work Session with Departments 7-12	7-12 Curriculum Revisions, Lesson Plans	2, 3, 4
<ul style="list-style-type: none"> Budget Development Process Peer Coaching 	Mentors 1st, 2nd & 3rd year Teachers	January <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Discussion Q & A Presentation	Budget Templates Samples	1, 2, 3
<ul style="list-style-type: none"> IEP/504 Guidance Services Working with Special Needs Students Diverse Learners 	Novice Teachers	January <ul style="list-style-type: none"> ½ day In-Service 	Discussion Presentation – Veteran Staff Q & A	Group Discussion Review and Feedback on Logs	2, 3
<ul style="list-style-type: none"> Student Support Services Collaboration & Partnership Student Surveys 	Novice Teachers	March <ul style="list-style-type: none"> Individual Dates by Building – High School, RMT 	Group Activity Veteran Staff presentation	Group Discussion	1, 2, 3
Research Based Instructional Strategies <ul style="list-style-type: none"> Half-day In-Services 	ALL STAFF	March <ul style="list-style-type: none"> ½ day In-Service 	Work session Within Departments Peer Coaching planning	Group Discussion Peer Coaching Schedule Lesson Plans	1, 2, 3, 4

Topic	Target Audience	Date/Location	Activity/Lead Persons	Evaluation	Goal
<ul style="list-style-type: none"> Professional Improvement Plans Program Evaluation 	Mentors 1st, 2nd & 3rd year Teachers	May <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Goal Setting & Planning Peer Coaching Feedback Discussion and Report	Mentor Journal Review and Feedback	2, 3
Aligning Curriculum Assessment & Standards <ul style="list-style-type: none"> Half-day In-Services 	ALL STAFF	May <ul style="list-style-type: none"> ½ day In-Service 	Work Session Within Departments	Curriculum Maps/Common Course Syllabi/Pacing Guides 7-12 Curriculum Revisions	2, 4
<ul style="list-style-type: none"> End of Year Procedures 	Mentors Novice Teachers	June <ul style="list-style-type: none"> Individual Dates by Building High School, RMT 	Mentor/Mentee Presentations on Progress and Recommendations	Discussion Notes for Revising/Updating Upcoming Program Activities	1, 2, 3, 4

* Persons Responsible include New Teacher Mentor Coordinators unless otherwise indicated

IX. Resource Options Used

Each building will establish a Mentoring Team comprised of a Building Administrator, Teacher Mentor Coordinator and all Teacher Mentors. Meetings will be held as approved by the Building Principal for the purposes of fulfilling the Mentoring Plan Goals.

The Professional Development Committee will at a minimum include a representative of the Mentoring Committee teaching staff. Whenever possible, both Teacher Mentor Coordinators will sit on the committee.

The District will also support as needed and approved: release time and/or substitutes for classroom visitations, meetings, and peer observations, ASCD and NSDC published materials, videos and other materials; and technology training and support.

X. Funding Resources

The Lower Cape May Regional Board of Education shall ensure that appropriate funding is used to provide stipends and remuneration for all staff involved as per the contract agreement with the Lower Cape May Regional Educational Association and in accordance with all state and federal law.

The Superintendent shall recommend to the Board of Education the waiver or imposition of mentoring fees on the Novice Teacher. These fees will be paid through local funds by the Board of Education. Should State funding become available it will be used to defer some of the program costs.

XI. Program Evaluation

In accordance with N.J.A.C. 6A:9-8.4(d)2, the program evaluation will contain indicators that measure program impact on job satisfaction, the adequacy of time and training for mentoring, and subsequent recommendations for program improvement and development.

Each monthly work session with the Teacher Mentor will include a written feedback form using a Likert scale to indicate their perceived change in Knowledge, Attitudes, Skills, Aspirations, and Behavior as they relate to the topics presented.

After the first full quarter the Novice Teacher will complete a checklist survey that communicates needs related to specific teaching skills and functions. This will include recommendations for professional development.

At mid-year and at the end of the year, a Novice Teacher Questionnaire will provide the Professional Development Committee with feedback on how the Novice Teachers perceive the program is helping. This will include an opportunity for anonymous feedback and recommendations for program improvement.

The teacher mentor will maintain a log of weekly meetings that will include anecdotal progress on the collaborative work. The teacher mentor will identify specific objectives on a mutually agreed upon performance area, conduct an alignment with the New Jersey Professional Teaching Standards, create an implementation and strategy timeline, and share progress in quarterly network meetings with other mentors, the teacher mentor coordinators, and any other participating staff.

At the end of the third quarter the Teacher Mentor will complete a checklist questionnaire that communicates specific needs of a Teacher Mentor. This will include recommendations for program improvement and professional development.

Novice Teachers will also develop and maintain a portfolio of lessons, activities, projects and accomplishments that reflect their growth as educators.

At the end of the school year the Professional Development Committee will meet with the Teacher Mentors to review all assessment data and make recommendations for program improvement.

The administration will work with the Professional Development Committee to review anecdotal and student performance data related to the District and School objectives. This will be reviewed in light of plan progress to establish new goals.