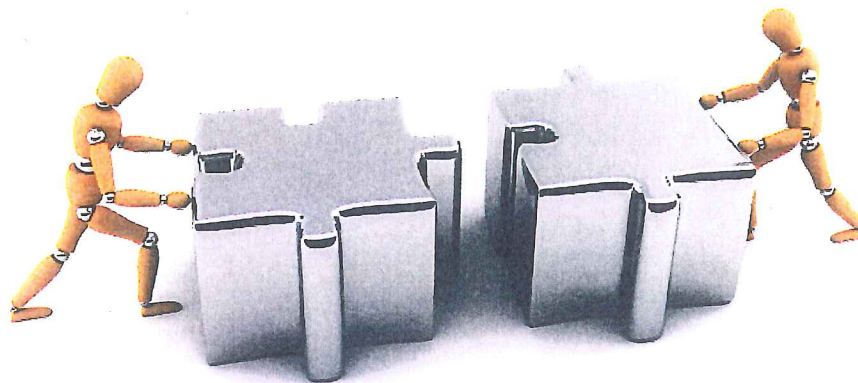


MIDLAND PARK PUBLIC SCHOOLS

Midland Park, New Jersey



DISTRICT MENTORING PLAN

"In 'Mentors: They Simply Believe,' Lasley (1996) argues that the crucial characteristic of mentors is the ability to communicate their belief that a person is capable of transcending present challenges and of accomplishing great things in the future. For mentor teachers working in school-based programs, such a quality is no less important."

James B. Rowley, [The Good Mentor](#), ASCD, V. 56, No. 8, *Supporting New Teachers*.



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey

DISTRICT MENTORING PLAN FOR NOVICE TEACHERS

INTRODUCTION

The Midland Park Public School District's mentoring plan was developed in accordance with mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9-8.4, 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.*
- *All non-tenured teachers in their first year of employment receive individualized supports and activities.*
- *All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-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:9-8.4(e) 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 N.J. Professional Standards for Teachers, the Common Core State 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.*



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey

DISTRICT MENTORING PLAN FOR NOVICE TEACHERS

Part I. Qualities of an Effective Mentor

Research conducted by Rowley (1999) lists the following qualities of an effective mentor:

- *Commitment to the role of mentoring*
- *Acceptance of the novice teacher*
- *Skill in providing instructional support*
- *Effectiveness in different interpersonal contexts*
- *Model of being a continuous learner*
- *Ability to communicate hope and optimism*



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey

DISTRICT MENTORING PLAN FOR NOVICE TEACHERS

Part II. Novice Teacher Responsibilities

State regulations require that the novice teacher:

- *Participate in the Provisional Teacher Program, which requires mentoring;*
- *Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period;*
- *Establish regular weekly conferencing times to discuss novice teacher needs, obtain ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards;*
- *Maintain confidentiality for all mentor-novice activities;*
- *Contribute to ongoing program evaluation.*

The novice teacher is also strongly encouraged to:

- *Document mentoring activities and time;*
- *Provide opportunities for the mentor to observe through a collegial coaching model;*
- *Share openly effective strategies and techniques;*
- *Develop professional goals;*
- *Participate actively in a learning community;*
- *Observe the mentor and other content experts during the school year;*
- *Be open to constructive feedback from mentor, school leaders, and other content experts.*



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey

DISTRICT MENTORING PLAN FOR NOVICE TEACHERS

Part III. Components of Novice Teacher Training (New Jersey Mentoring Toolkit)

District Mentoring Plan: Components of Novice Teacher Training

The New Jersey Provisional Teacher Program

Novice teachers are hired with either a Certificate of Eligibility (CE) or a Certificate of Eligibility with Advanced Standing (CEAS) that permits them to seek work and results in their obtaining provisional instructional certification. The district must immediately enroll the newly hired novice teacher in the Provisional Teacher Program at the New Jersey Department of Education. The Department of Education will provide the district, the school leaders, and the novice teacher with the appropriate forms for the provisional year. During the provisional year, the novice teacher is mentored and supervised according to state and district policies.

During the first year of teaching under a provisional certificate, teachers will be evaluated by the school leader three times using state forms which, once completed, are copied and sent to the Department of Education.

- The first formative evaluation shall be completed at the end of 10 weeks.
- The second formative evaluation shall be completed at the end of 20 weeks.
- The final summative evaluation shall be completed at the end of 30 weeks.

After completion of the summative evaluation, the school leader will make one of the following three recommendations:

- Approved: State Department of Education issues a Standard Certificate.
- Insufficient: The CEAS remains in effect for a maximum of one more year.
- Disapproved: The CEAS is invalidated. The novice teacher may appeal this decision to the New Jersey State Board of Examiners.

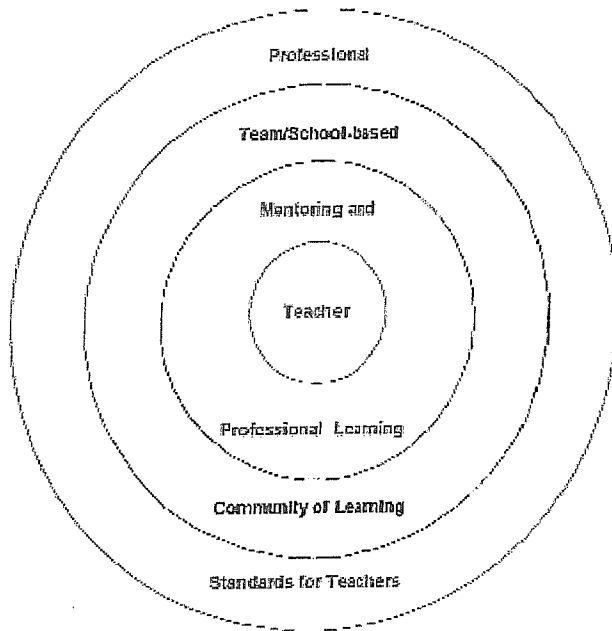
The novice teacher must receive a copy of each evaluation within 15 days of completion. State regulations make it clear that the mentor teacher shall not assess, evaluate, or give input on the performance of the provisional teacher.

The Stages of Teacher Development

Teacher development depends on the interaction between the learner (novice teacher) and the learning environment (Reiman & Thies-Sprinthall, 1998). When viewing a teacher's professional growth, it is important to consider the characteristics and influences of the individual as well as the school environment and teaching profession. Figure 1 shows how the individual teacher becomes embedded in the school culture and the teaching profession.

District Mentoring Plan: Components of Novice Teacher Training

Figure 1. The Context of Teacher Development



As the novice teacher encounters the complexities of beginning to teach in his/her own classroom, he/she experiences three phases of concern:

- (1) survival of self;
- (2) task; and
- (3) impact.

(Fuller, 1969; Reiman & Thies-Sprinthall, 1998). The following describes the concerns of the novice teacher during each phase.

- **First phase:** The novice teacher focuses on orienting him/herself to the school culture and learning the school policies and procedures, which include getting supplies, organizing the classroom, finding resources, and becoming an integral part of the school faculty.
- **Second phase:** The novice teacher begins to focus on classroom management skills, setting short-term goals, and other issues related to teaching and learning.
- **Third phase:** The novice teacher engages in a deeper understanding of teaching practices through ongoing professional learning opportunities based on student needs.

Hall and Loucks (1978) refined Fuller's original work and expanded the three phases (*i.e.*, self, task, impact) into additional concerns. As a result, the Concerns-Based Adoption Model (CBAM) was developed. CBAM provides a way to view the process of individual change by identifying seven types of concern that a novice teacher may have as he/she begins a new teaching practice:

District Mentoring Plan: Components of Novice Teacher Training

- Awareness (no concern)
 - Informational (I want to know more)
 - Personal (How will using it affect me?)
 - Management (How do I correctly use and integrate the practice?)
 - Consequence (How does it affect students?)
 - Collaboration (How can I relate it to what others are doing?)
 - Refocusing (How could this be done even better?)
- (NSDC, 1994, p. 17; Hord, Rutherford, Huling-Austin, & Hall, 1987).

A mentor can provide assistance to the novice teacher based on his/her type of concern, which might include:

- **Personal:** The novice teacher may benefit by having discussions with other teachers who have also struggled with specific teaching practices and challenging situations in their own classrooms.
- **Management:** The mentor may demonstrate a lesson for the novice teacher or the novice teacher may observe or be coached by the mentor after he/she has taught a lesson for the purpose of learning a new teaching practice.
- **Collaboration:** The novice teacher and mentor work together collaboratively to plan and/or reflect on teaching practices that impact student learning (NSDC, 1994).

Figure 2 identifies the different phases of concern and the feelings experienced by the novice teacher at the different levels, starting with self, then task, and finally, impact.

Figure 2: Phases of Concern

Phase	Exemplar	Feelings	General Level
6. Refocusing	I'd like to adapt the curriculum to better meet the needs of the students.	Confident	Impact
5. Collaboration	I am eager to share these ideas with my teammates at school.	Excited	
4. Consequence	Are all the students connecting with the lesson?	Puzzled Successful	
3. Management	I never have enough time to do everything that is needed. How can I keep up with all this paperwork?	Frustrated	Task
2. Personal	How will this new program affect me? Will the parents like and respect me?	Anxious	Self
1. Informational	I need more information about the district curriculum guidelines.	Curious	
0. Awareness (lack of)	I'm not the least bit concerned about the new program.	Apathetic	

Source: Alan J. Reiman & Lois Thies-Sprinthall. *Mentoring and Supervision for Teacher Development*. Published by Allyn and Bacon, Boston, MA. Copyright ©1998 by Pearson Education. Reprinted by permission of the publisher.

District Mentoring Plan: Components of Novice Teacher Training

Novice Teacher Training Components

A key element in designing and implementing a successful mentoring program is the provision for ongoing training and support for novice teachers. There are many published resources that provide information and tools to support the design of novice teacher training. It is not the purpose of this toolkit to promote any specific training program. Training needs to be designed based on the needs of the novice teachers within the district and aligned with the New Jersey Professional Standards for Teachers. Novice teacher training may be provided by district personnel, national experts, colleges, or other training providers on one or all of the training components, in accordance with the district mentoring plan.

The Department of Education recommends the following novice teacher training components, recognizing that it will not be possible to offer all training components in a one-year period of time. The list identifies possible novice teacher training components and their alignment to the New Jersey Professional Standards for Teachers.

District Professional Development Requirements

The LPDC is responsible for developing and implementing both the district professional development and mentoring plans. The plans need to be aligned with the district needs and state standards including the New Jersey Professional Standards for Teachers, the New Jersey Professional Development Standards, the New Jersey Core Curriculum Content Standards, and district curricula. It is important that the district, school, and individual professional development goals are in alignment with the needs of the students and teachers in the district.

Novice Teacher Orientation

Although not required by state regulations, districts may require orientation and training workshops prior to the start of each school year. The district orientation workshops can be designed to help novice teachers become familiar with the district, its policies and procedures, the CCCS and district curriculum, program initiatives, and effective research-based strategies.

Ongoing Professional Learning Opportunities

Some professional learning opportunities (*e.g.*, workshops, study groups, grade level/department meetings) may be required within the district and aligned with district initiatives. These may include such topics as literacy and mathematics, differentiated instruction, instructional use of technology, and behavioral management. Other professional learning activities may be based on the individual's needs and professional goals.

The novice teacher and the mentor can individually or collaboratively engage in a variety of professional learning opportunities. These may include action research, case discussions, curriculum development, data analysis of student work, journaling, lesson study, portfolios, or study groups (Easton, 2004).

District Mentoring Plan: Components of Novice Teacher Training

Understand and Apply the New Jersey Professional Standards for Teachers

State regulations for mentoring require that all novice teachers acquire the knowledge, dispositions, and performances defined in the New Jersey Professional Standards for Teachers, which describe what all teachers should know and be able to do.

The ten professional standards for teachers focus on:

1. Subject matter knowledge
2. Human growth and development
3. Diverse learners
4. Instructional planning and strategies
5. Assessment
6. Learning environment
7. Special needs
8. Communication
9. Collaboration and partnership
10. Professional development

The New Jersey Professional Standards for Teachers have been established to guide teachers in:

- Promoting reflection of the impact of teacher effectiveness on student learning;
- Facilitating formation of professional goals to improve teaching practice; and
- Monitoring and assessing progress toward professional goals and continuous improvement in teaching practice.

Training aligned with the New Jersey Professional Standards for Teachers that might be offered for novice teachers during their first year of teaching includes:

Classroom Management

Standard 6 (Learning Environment)

What does a novice teacher need to know and be able to do to establish a learning environment?

Research on classroom management skills reveals:

- Consistent, proactive discipline is the crux of effective classroom management.
- Effective teachers establish routines for all daily tasks and needs.
- Effective classroom managers orchestrate smooth transitions and continuity of momentum throughout the day.
- Effective teachers and classroom managers strike a balance between variety and challenge in student activities.
- Effective classroom managers can multitask.
- Effective educators have a heightened awareness of all actions and activities in the classroom.
- Classroom management skills include the use of space and proximity or movement around the classroom for nearness to trouble spots and to encourage attention.

District Mentoring Plan: Components of Novice Teacher Training

- Effective teachers anticipate potential problems as a means to limit disruption.
- Effective classroom teachers resolve minor inattention and disruption before they become major disruption.
- Effective classroom managers are able to increase student engagement in learning and make good use of every instructional moment.
- Effective teachers seem to have eyes in the backs of their heads (Stronge, 2002, pp. 27-28).

Addressing Diversity

Standard 3 (Diverse Learners)

What does a novice teacher need to know and be able to do to understand and address the diverse needs of all students?

Novice teachers need to become culturally responsive by exploring their own personal histories and experiences, as well as the histories of their students and their families; developing an appreciation for diversity; engaging in reflective thinking and writing; and reading about and/or visiting teachers in diverse settings. As novice teachers plan lessons and reflect on lessons taught and/or observed, they need to be aware of and design teaching practices that recognize and utilize the students' cultures and languages in their classrooms and respect their diversity (Richards, Brown, & Forde, 2004).

Lesson Planning

Standard 4 (Instructional Planning and Strategies)

What does a novice teacher need to know and be able to do to plan effective lessons and use appropriate instructional strategies?

Effective teaching depends on effective lesson planning, which can be overwhelming for the novice teacher. Developing strategies for effective teaching is an ongoing process that requires the teacher to link curriculum, instruction, and assessment. To be effective, the teacher needs to be able to:

1. Develop instructional strategies and methods that:
 - a. Cover essential core curriculum content over the course of the year;
 - b. Schedule each day and week to address all subject areas within the given time frames;
 - c. Plan daily lessons and thematic units;
 - d. Constantly align lesson objectives with standards to be addressed; and
 - e. Maximize time spent on learning.
2. Select curriculum materials, always keeping standards in mind; and
3. Perform standards-based assessments (formative, diagnostic, summative, formal, and informal) (Jonson, 2002, p. 51).

District Mentoring Plan: Components of Novice Teacher Training

Resources to assist the LPDC, mentors, novice teachers, and training providers in designing professional learning opportunities that engage novice teachers in learning and applying the New Jersey Professional Standards for Teachers are included in the Appendix.

Use of Standards-based Formative Assessments

Standard 1 (Subject Content Knowledge), Standard 4 (Instructional Planning and Strategies), Standard 5 (Assessment), Standard 6 (Learning Environment), Standard 8 (Communication), and Standard 10 (Professional Development)

Many first-year teachers feel inadequate and unprepared; have limited knowledge of content and pedagogy; lack information regarding school/district policies and procedures; have limited knowledge and experience dealing with the diverse needs of their students; and have minimal competence in classroom management and organization.

Standards-based formative assessments can provide a confidential structure for interaction between a mentor and a novice teacher and allow for reflection on strengths and areas for growth. The mentor can guide and support the novice teacher in identifying professional learning activities most appropriate to improve classroom teaching. The mentor can help the novice teacher identify and make progress toward his/her identified professional goals by focusing on what types of data to collect during classroom observations, collaboratively planning lessons, making suggestions, and modeling lessons for the novice teacher.

Because of the special relationship between mentor and novice teacher, the interaction is confidential. Therefore, it is important for the school leader to provide time for interactions between mentor and novice teacher and to honor the confidentiality between the two. In order to maintain the confidentiality and trusting relationship between the mentor and the novice teacher, the school leader should not ask or expect the mentor to provide information that would be considered “evaluative” or to influence the evaluation conducted by the school leader.

Formative assessments used in the mentoring relationship include the following characteristics:

- An ongoing measurement of growth over time;
- Evidence of student learning and teacher practice to help identify areas of strength and for growth;
- Objective and data-based;
- Responsive to the teacher’s developmental needs;
- Interactive and collaborative;
- Assessment tools that support inquiry and reflection (ETS, 2001, p. 28).

Confidential collaborative assessment logs can be used as the basis for accountability and interaction between the mentor and the novice teacher. Collaborative assessment logs may include the following criteria:

- A clearly articulated goal related to a professional teaching standard;
- A developmental guide and support system based on continuous discussion and ongoing assessment;

District Mentoring Plan: Components of Novice Teacher Training

- Frequent use of self-assessment and reflection;
- A shared accountability and responsibility for contribution to the mentor-novice teacher relationship (Moir, July 2003).

Design Professional Goals

The mentor works collaboratively with the novice teacher to identify the novice teacher's strengths and areas for improvement in teaching practice. Formal and informal assessments used to determine area of focus may include: self-assessments; collaborative assessment logs; data gathered by observations during classroom visitations; and analysis of student work in relation to CCCS.

Once an area of focus for professional growth has been determined, the novice teacher can write a SMART goal, which is specific, measurable, attainable, relevant, and tactically sound. The criteria for completing a SMART goal include:

- Specific: The goal must be based on the New Jersey Professional Standards for Teachers and clearly state what is to be accomplished;
- Measurable: The goal needs to be results-oriented with evidence of achievement;
- Achievable: The goal must be within reach given the time frame and resources available;
- Relevant: The goal must address a need based on data that will enhance student learning;
- Tactically sound: The goal must identify barriers and challenges in process of achieving desired results (Udelhofen & Larson, 2003).

Resources to assist the mentors and novice teachers in developing professional goals for individual growth plans are included in the Appendix.

The Importance of Reflecting on Teaching Practice

Reflection may be done formally or informally. It may include reviewing one's teaching mentally, keeping a journal or portfolio, or meeting with a mentor or other colleagues. Reflecting on teaching practices used during a lesson, via examination of a videotaped lesson taught by the novice teacher or the mentor, may be helpful. Reflection is an important part of improving teaching, as well as enhancing teacher efficacy.

One element of professionalism for an effective teacher is to reflect on one's own teaching practice (Stronge, 2002). There are three major elements of reflection:

- Reflection-on-action: Looking back on what has been done or thought;
- Reflection-in-action: Thinking and taking action during performance (Schon, 1987);
- Reflection-for-action: Analyzing what has been done or thought and drawing conclusions to provide insight into future action (Killion and Todnem, 1991).

District Mentoring Plan: Components of Novice Teacher Training

Teaching and Learning Portfolio

Lipton & Wellman (2002) suggest that during the first year of teaching, the novice teacher might keep a portfolio of significant artifacts with reflections of individual professional growth, both successes/accomplishments and areas identified for improvement with progress shown. Based on an individual growth plan, the novice teacher might collect the following artifacts: journal entries articulating a growing professional knowledge and skills; video evidence of the use of effective classroom practices; samples and analysis of student work; and documentation of applied professional learning.

Resources to assist the LPDC, mentors, novice teachers, and training providers to design professional learning opportunities that engage novice teachers in reflective practice are included in the Appendix.

Interactions between Novice Teacher and Mentor

Dialogue and discussion are key communication activities that facilitate ongoing professional growth for both novice teacher and mentor. Different types of contact provide numerous ways for mentor and novice teacher to have ongoing interactions. Types of contact include one-on-one interaction, grade level/discipline team meetings, interactive journal, phone calls, e-mails, conferences, drop-in visit, etc. See Appendix for sample interaction contact logs that might be used by a mentor-novice teacher pair.

E-Mentoring

The novice teacher and mentor might engage in frequent electronic communication as one way to discuss classroom experiences, ask questions, share resources, or reflect without having to schedule a face-to-face meeting.

Online mentoring is a professional learning opportunity which allows both mentors and novice teachers to engage in online discussions with other veteran and novice teachers within and outside the district. Online discussions allow ongoing networking opportunities for both veteran and novice teachers to share, request ideas or resources related to teaching practices such as classroom management techniques, examples of formal and informal assessments, curriculum development or instructional strategies.



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey

DISTRICT MENTORING PLAN FOR NOVICE TEACHERS

Part IV. New Jersey Professional Standards for Teachers (NJAC 6A: 9-3.3—NJDOE toolkit)



New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9-3.3): Foundations of Effective Practice

Background

Effective May 5, 2014, the [New Jersey Professional Standards for Teachers](#) have been updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards:

- Describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students;
- Outline the principles of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement; and
- Serve as the common foundation for pre-service teacher education, certification, induction and mentoring, educator evaluation, and professional development.

According to InTASC, these updated standards:

Articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.¹

Fundamental Understandings

The following fundamental understandings anchor the content of the standards:

- *Teaching and learning are dynamic processes.* Instruction is rooted in integrated and reciprocal classroom practice, and educator effectiveness is closely tied to student learning.
- *Expertise in teaching develops over time.* While the previous standards were geared more to beginning teachers, these standards are rooted in professional practice across the continuum of teacher development.
- *21st century skills are fundamental.* Teachers need to foster students' curiosity, creativity, innovation, problem solving, global literacy, communication, and interpersonal skills. Students need to understand technology and ethics and be able to synthesize information across disciplines.
- *The focus must move from teachers' teaching to learners' learning.* Teachers must acquire and apply the knowledge and skills to customize and personalize learning for learners with a range of individual differences.
- *Assessment literacy is an essential skill.* Teachers need to have greater knowledge and skill around how to develop a range of assessments and how to use assessment data to improve instruction and support learner success.
- *A collaborative professional culture improves teaching effectiveness.* We can no longer treat teaching as an isolated activity. When teachers collectively engage in participatory decision-making, designing lessons, using data, and examining student work, they are able to deliver more rigorous and relevant instruction.

¹ Council of Chief State School Officers, April 2011



- *Teachers should embrace leadership roles.* Teachers should advocate for their own and their students' needs, actively investigate new ideas to improve teaching and learning, participate in the collaborative culture, and advance the profession.

Integrated Themes

New to these updated standards is the inclusion of key themes across multiple standards. In some cases, the theme is not explicitly stated but can be inferred from the description of the knowledge, disposition, or performance within the standard. The integrated themes are as follows:

- Collaboration
- Communication
- Creativity/innovation
- Critical thinking/problem solving
- Cultural competence
- English language learners
- Families and communities
- Individual differences
- Interdisciplinary/multiple perspectives
- Professional Learning
- Student-directed learning
- Teacher responsibility
- Technology
- Use of data to support learning

Adaptation of the 2011 InTASC Model Core Teaching Standards to the NJ State Context

Although the updated NJ Professional Standards for Teachers closely track with the 2011 InTASC Model Core Teaching Standards, they are not identical. Some changes in language and organization were necessary to align the standards with New Jersey law, the prior state teaching standards, and statewide priorities. The complete text of the 2014 NJ Professional Standards for Teachers with highlights showing the divergence from the 2011 InTASC Model Core Teaching Standards can be found [here](#).

Organization

The standards are now organized under four domains:

- **The Learner and Learning**
 - Standard 1: Learner Development
 - Standard 2: Learning Differences
 - Standard 3: Learning Environments
- **Content**
 - Standard 4: Content Knowledge
 - Standard 5: Application of Content
- **Instructional Practice**
 - Standard 6: Assessment
 - Standard 7: Planning for Instruction
 - Standard 8: Instructional Strategies
- **Professional Responsibility**
 - Standard 9: Professional Learning
 - Standard 10: Leadership and Collaboration
 - Standard 11: Ethical Practice

Within each standard, the elements continue to be organized under the following criteria:

- **Performances:** the aspect that can be observed and assessed in teaching practice;
- **Essential knowledge:** the understandings that one needs to support effective practice; and
- **Critical dispositions:** the habits of professional practice that underlie the performances and knowledge and play a key role in how teachers practice.



The following table compares the content of the 2004 standards with the 2014 standards and identifies key changes to the content.

Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Deep content knowledge of discipline(s)	Standard 1: Subject Matter Knowledge	Standard 4: Content Knowledge	Creating learning experiences to make content accessible and meaningful for students
Understanding how children/adolescents develop and learn	Standard 2: Human Growth & Development	Standard 1: Learner Development	Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences
Understanding practice of culturally responsive teaching	Standard 3: Diverse Learners	Standard 2: Learning Differences	Providing inclusive learning environments that enable each learner to meet high standards
Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs	Standard 4: Instructional Planning and Strategies	<ul style="list-style-type: none"> Standard 7: Planning for Instruction Standard 8: Instructional Strategies 	<ul style="list-style-type: none"> Planning in use of assessment data and students' prior knowledge and interest Collaborative planning among teachers and with learners to support design of relevant learning experiences
Use of multiple assessment strategies to evaluate student learning and modify instruction for continuous development of students	Standard 5: Assessment	Standard 6: Assessment	<ul style="list-style-type: none"> Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs
Creation of a supportive, safe, and respectful learning environment	Standard 6: Learning Environment	Standard 3: Learning Environments	Collaboration with learners, families, and colleagues
Need to adapt instruction to accommodate special learning needs	Standard 7: Special Needs	Standard 2: Learning Differences	Understanding individual differences in a broader context, including attention to a learner's personal, family, and community experiences and cultural norms



Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions	Standard Eight: Communication	Standard Three: Learning Environments and Standard Ten: Leadership and Collaboration	<ul style="list-style-type: none"> Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues.
Need for teachers to build relationships with parents, guardian, families, and agencies to support students' learning and well-being.	Standard Nine: Collaboration and partnerships.	Standard Ten: Leadership and Collaboration	<ul style="list-style-type: none"> Collaboration with other school professionals to plan and facilitate learning Development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
Need for teachers to participate as active members of a professional learning community engaging a variety of learning opportunities	Standard Ten: Professional Development	Standard Nine: Professional Learning	<ul style="list-style-type: none"> Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection
Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success	Standard Eleven: Professional Responsibility	Standard Eleven: Ethical Practice	<ul style="list-style-type: none"> Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment

For More Information

- View additional CCSSO resources: [http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html).
- Visit www.nj.gov/education/profdev/ or email TeachPD@doe.state.nj.us.



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey

DISTRICT MENTORING PLAN FOR NOVICE TEACHERS

Part V. New Teacher Orientation Program



MIDLAND PARK PUBLIC SCHOOLS
NEW TEACHER ORIENTATION
Midland Park High School
August 21-22, 2013
AGENDA

Wednesday August 21nd

Choral Room

8:30am

- Arrive and pick up new teacher manuals
- Breakfast hosted by the Midland Park Education Association (MPEA)
Representatives, Ms. Maureen Fister and Mrs. Joan Brennan
- Staff photos will be taken by Board of Education Member
Mr. Rich Formicola

9:15 am

- The Midland Park Community
Board of Education President, Mr. Bill Sullivan

9:30 am

- Welcome to the Midland Park Public Schools
Superintendent, Dr. Marie Cirasella

9:45 am

- Meet the Administrative Team and Introduction of New Staff:

Superintendent of Schools, Dr. Marie Cirasella
Business Administrator/Board Secretary, Ms. Stacy Garvey
Director of Special Services, Mrs. Christina Gouraige
MPHS Principal, Mr. Nicholas Capuano
Highland Principal, Ms. Danielle Bache
Godwin Principal, Mr. Matt Murphy
Assistant HS Principal, Mr. Peter Galasso
Assistant MS Principal/Athletic Director, Michael Gaccione
HIP/SHIP Principal, Mrs. Kathleen Treni
District Technology/Data Coordinator, Mr. Eurico Antunes
Director of Curriculum, Instruction & Assessment, Mr. June Chang

10:00 am

- HIP/SHIP Programs: an Alliance with Bergen County Special Services



MIDLAND PARK PUBLIC SCHOOLS
NEW TEACHER ORIENTATION
Midland Park High School
August 21-22, 2013
AGENDA

10:35 am

- Break

10:45

- Affirmative Action
Mr. June Chang

11:15 am

- Harassment, Intimidation, and Bullying (HIB)
Mr. June Chang, Mr. Nick Capuano and Mr. Peter Galasso

11:45 am

- Lunch

12:30 pm

- District Evaluation Model: Danielson, Best Practices, Student Growth Objectives (SGO's), Partnership for Assessment for College and Careers (PARCC), and District Lesson Plan Template
Mr. June Chang and Ms. Danielle Bache

1:30 pm

- Bus tour
- Meet with Building Principals



MIDLAND PARK PUBLIC SCHOOLS
NEW TEACHER ORIENTATION
Midland Park High School
August 21-22, 2013
AGENDA

Thursday, August 22nd

19B Computer Lab

9:00 am

- Payroll, Benefits, & Business Office Information
Payroll/Benefits Coordinator, Mrs. Laura Rosini

9:15 am

- TieNet, IEP, & Special Education
Mrs. Christina Gouraige and Mrs. Trina Bradley

9:30 am

- District Technology: Computers, YouTube, Discovery Streaming, Interwrite Boards, Internet, Teacher Webpages, Share Drives, & Other Technologies
Technology, Mrs. Carole Treta

10:30 am

- Break

10:40 am

- Power School: Electronic Grade Book, Attendance, and Seating Charts Setup, NJSMART, and New Phone System/Voicemail.
District IT Coordinator, Mr. Eurico Antunes

11:45 am

- Lunch

12:30 pm

- Meet with Building Principals



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey

DISTRICT MENTORING PLAN FOR NOVICE TEACHERS

Part VI. Novice Teacher Self-Assessment Inventory (NJDOE Toolkit)

District Mentoring Plan: Components of Novice Teacher Training

RESOURCE 2: Sample Novice Teacher Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources, and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Information about Policy and Procedures

- The teacher-evaluation system
- Paperwork and deadlines
- Expectations of the principal
- Expectations of my colleagues
- Communicating with parents
- Standardized tests

Accessing Resources

- Organizing/setting up my classroom
- Accessing instructional materials and resources
- Arranging field trips
- Ordering materials
- Using the library and media resources
- Working with special services

Working with Students

- Establishing classroom routines
- Motivating reluctant learners
- Maintaining student discipline
- Assessing student needs
- Differentiating instruction for individual learners
- Implementing the curriculum
- Evaluating student progress

Managing Time

- Organizing my day/week
- Lesson planning
- Following the daily/weekly schedule
- Attending meetings
- Supervising extracurricular activities
- Opportunity for professional development
- Maintaining personal/professional balance

Consideration for our mentor/novice teacher relationship:

Other areas I'd like to address:

Source: Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.119), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to www.miravia.com.