



Cliffside Park Public Schools

District Mentoring Program 2023-2024

**Dr. Mark Hayes
Interim Superintendent
Chief School Administrator**

Cliffside Park Public Schools - District Mentoring Program

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Cliffside Park Public Schools - District Mentoring Program

Dear New Staff Member,

Welcome to the Cliffside Park Public Schools Mentoring Program. It is no secret that those of us in the field of education realize that teaching is a demanding endeavor. Some of the challenges that novice teachers face may include: *meeting the needs of diverse students and families, infusing technology into the classroom, navigating the teacher evaluation system, addressing HIB requirements, implementing school safety requirements, and promoting life-long learning and reflection as a means for success.*

The Cliffside Park Administrative TEAM and BOE is committed to supporting the newest members of our educational community. One of several strategies to support new teachers is the development of partnerships with peers. *Mentoring is an effective approach to assisting, supporting, and preparing novice teachers to meet the challenges of the classroom and the profession.*

This district Mentoring handbook serves to clarify the teaching/learning process and provide a framework for learning activities, discussions, teacher evaluations, and reflections. Mentors will provide guidance and support to novice teachers in a variety of ways. This support will help our new teachers to embrace and enrich the educational experience for our students.

Thank you for your commitment to the students and best wishes for a successful and rewarding school year.

Sincerely,

The Cliffside Park Administrative TEAM

Dr. Mark Hayes, Interim Superintendent

Donna Calabrese, Director of Curriculum and Instruction

Lawrence Pinto, High School Principal

Mark Rindfuss, Middle School Principal

Robert Bargna, School #6 Principal

Dana Martinotti, School #5 Principal

Jaelyn Roussos, School #4 Principal

Barbara Bracco, School #3 Principal

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Section 1: District Profile

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

Name of District: Cliffside Park School District

District Code: 0890 County Code: 03

District Address: 525 Palisade Avenue, Cliffside Park, New Jersey 07010

Chief School Administrator: Dr. Mark Hayes

Mentoring Program Contact: Dr. Mark Hayes

Mentoring Program Contact Phone: 201.313.2300

Mentoring Program Contact Email: mhayes@cliffsidepark.edu

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

Other (specify): Also have Pre-kindergarten (3 a.m. classes; 3.p.m. classes)

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: To be determined

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: To be determined

Number of novice special education teachers with a standard license: To be determined

Number of Mentors: : To be determined

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Section 2: Needs Assessment

A. Current Assessment of Mentoring Program

The Cliffside Park Public School District is highly committed to providing an outstanding mentoring program to assist new hires with making important first year adjustments. To ensure that the needs of new teachers and their mentors are being met in accordance with the 2014 New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9-8), Cliffside Park School District conducts a thorough needs assessment in the beginning of each year and then checks the progress of new teachers and their mentors throughout the school year. The new regulations include a new definition of Professional Development and revised standards for professional learning that are intended to focus on continuous improvement for enhanced student outcomes. Support also includes:

- A comprehensive two-day orientation for all new first-year teachers
- Weekly mentoring support during the critical first four weeks of employment
- Mentor leads mentee in guided self-assessment on Stronge's Evaluation
- Individualized support in the professional development plan (PDP) within 30 days of new assignment
- A mentor training program
- A required reflective mentoring log
- Training in New Jersey Student Learning Standards (NJSLS)
- Ongoing professional development with a clear focus on teacher effectiveness and professional learning strategies that enhance student learning outcomes, so students can meet the (NJSLS) aligned with N.J.A.C. 6A:9-3 and N.J.A.C. 6A:9-5.3.
- Constructive feedback on teaching practices
- Comprehensive data analysis

Mentor selection will include a more formal application process and monitoring system of mentor-mentee matches. The Chief School Administrator (CSA) or designee will interview both the mentor and the mentee on a regular basis to determine how the new hire is progressing in terms of classroom management, content knowledge, curriculum implementation that is aligned with state standards and school district expectations for teacher effectiveness. The district's School Improvement Panels (ScIPs) will also support implementation of mentoring plan. The ScIPs were established through the TEACHNJ Act to support mentoring and professional development opportunities. ScIPs can ensure that teachers

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receive useful feedback on their practice and their students' learning outcomes; experience high-quality, tailored professional learning and are a respected voice in decision making.

Mentors will become more aware of their roles and responsibilities through district-wide training. Mentor training will also vary from new teacher to new teacher depending upon the identified needs of each new hire since new hire includes both novice teachers and experienced teachers who are new to the district. Through initial meetings, interviews, and a pre-mentoring survey, the mentor will determine if the new teacher needs assistance with: learning routines and procedures, lesson planning, classroom management skills, discipline strategies, engaging students, establishing a positive classroom environment, assessing student performance, understanding NJSLS, assessments, district curriculum alignment, communicating and involving parents, time management skills, participation in staff development, teaching with technology, and reflective practices. The individual mentoring plan will be tailored to meet the identified needs of each new teacher. Communication and interaction between mentors and mentees can also be enhanced through digital technology through the use of cell phones, emails and FaceTime.

B. Current Needs of District Mentoring Plan

The assessment of the Cliffside Park School District's Mentoring Plan in accordance with 2014 New Jersey Teacher Mentoring Regulations has identified the following district mentoring needs:

- Mentees need more assistance with effective lesson planning
- Mentees need further assistance with effective classroom strategies that incorporate principles of differentiated instruction and more confidence to move away from "Chalk and Talk" teaching.
- Mentees need further assistance with behavior management practice
- Mentees need more assistance with inclusion practices
- Mentees need additional guidance with time and stress management
- Substitutes are needed to free mentors/mentees to model and observe lessons
- Mentors/mentees need more assistance with maximizing use of technology resources
- Mentees need training in the Stronge Teacher Evaluation Tool, including self-assessment.
- Mentees need assistance with the development of Student Growth Objectives, data analysis and interpretation.

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- Mentees need assistance in accessing IEPs through RealTime in order to modify and differentiate instruction as needed.
- Mentees need support in the interpretation and application of NJ Student Learning Standards.

Section 3: Vision and Goals

A. Mentoring Program Vision

A primary goal of the Cliffside Park School District is to prepare, support and guide new staff at Cliffside Park School District professionally, academically, socially, and emotionally. As stated in its mission statement:

The mission of the Cliffside Park School District is to provide a safe, academically focused environment within our culturally diverse community where all students have the opportunity to achieve the New Jersey Core Curriculum Content Standards and the Common Core State Standards at all grade levels. We will challenge each student to confidently achieve his or her educational and personal goals as well as acquire the work and social skills essential to become a productive member of society.

In an effort to carry-out our mission, all novice teachers will be assigned a mentor and participate in a one-year mentoring program (30 weeks for traditional route and 34 for alternate route) at the beginning of the provisional year. Mentees will keep a log of their interactions with their mentors as required by 2015 New Jersey Teacher Mentoring Regulations. We believe our Mentoring Program is a vital first step in maintaining quality teaching, encouraging a high level of morale, and establishing a good rapport between educators and, ultimately, students within our schools and our community.

B. Goals of Mentoring Program

The goals of the Cliffside Park School District Mentoring Program are:

- To enhance teacher knowledge of all strategies related to NJ Student Learning Standards in order to facilitate student achievement.
- To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- To assist novice teachers in the performance of their duties and adjustment to the challenge of teaching.
- To align with the New Jersey Professional Teaching Standards for teachers and to the district goals for professional development.
- To include participation in a year-long New Teacher Academy.

C. Mentoring for Novice Teachers

During the first 30 weeks of employment, novice teachers will be mentored on a 1:1 basis. Mentors and mentees will meet at least once a week for the first four weeks of their teaching assignment. During the first four weeks newly, hired teachers will receive intensive mentoring have an orientation and guided experience in the following areas:

- NJ Student Learning Standards
- Classroom management and discipline
- State and district assessment of student progress and achievement
- Lesson planning and reflection, including setting goals, meeting objectives and developing assessment tools
- District curriculum
- District policies and procedures (Faculty Handbook)
- District online programs
- New Jersey Professional Standards for Teachers
- Development of SGOs
- Understanding of the district's evaluation tool and completion of Self-Assessment

D. Additional Mentoring for Alternate Route Teachers

There is an additional 20-day requirement that will prepare novice alternate route teachers with the skills and knowledge to succeed in their initial teaching experience. Many of these alternate route teachers are attracted to the profession from varied disciplines. They come to their new positions full of enthusiasm and content knowledge. However, this initial period may be the first one in front of a classroom resulting in the need for additional time with a mentor.

Section 4: Mentor Selection

4A. Guidelines for selection of mentors

In an effort to build a successful mentoring program, the CSA will set forth the following guidelines for the selection of mentors:

- A. Cliffside Park School District will implement a recruitment plan to attract mentors and familiarize all staff with the district mentoring plan.
- B. Cliffside Park School District will implement an application process and review that includes an analysis of personal information and credentials. The process will also assess suitability criteria that relate to the program statement of purpose and needs of the target population. This includes

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skills identification, level of education, occupation, and professional experience.

- C. Cliffside Park School District will provide orientation for mentors and participants that include: a program overview, description of eligibility, screening process, and suitability requirements, and expected level of commitment (time, energy, and flexibility).
- D. Cliffside Park School District will provide ongoing training and support throughout the year for mentors and mentees that align with New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3.3) and New Jersey Professional Development Standards:
 - Learner Development
 - Learner Differences
 - Learning Environment
 - Content Knowledge
 - Application of Content
 - Assessment
 - Planning for Instruction
 - Instructional Strategies
 - Professional Learning
 - Leadership and Collaboration
 - Ethical Practice
 - Communication
 - Monthly New Teacher Academy
 - Training of mentors
 - Guidelines on how to get the most out of the mentoring relationship.
 - Job and role descriptions.
 - Confidentiality and liability information.
 - Crisis management/problem solving resources
 - A statement of understanding that both parties agree to the conditions of the mentoring relationship as defined in the Code of Conduct and completion of logs regarding contact time.

4B. Application process and criteria for selection of mentors

1. Participants will fill out a Mentoring Agreement.
2. The CSA or designee will match mentors with mentees.
3. ScIP committees will be notified of mentor-mentee matches.

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4. Novice Teacher, Mentor and Principal will sign a contract as well as an Ethical Code of Practice for Mentoring.
5. The mentor is a colleague employed by the district with at least three years of experience and 2 completed within the previous 5 years.
6. The mentor is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
7. The mentor has demonstrated exemplary command of content area knowledge and of pedagogy and has received a rating of Effective/Highly Effective on the most recent teacher evaluation.
8. The mentor agrees to maintain confidentiality in regard to the mentee relationship.
9. The mentor teacher is experienced and certified in the subject area in which the novice teacher is assigned; where not possible, in a closely aligned subject area.
10. The mentor is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves.
11. The mentor is knowledgeable about the resources and opportunities in the district and community and is able to act as a referral source to the novice teacher.
12. The mentor agrees to complete a comprehensive mentor training program.

Section 5: Roles and Responsibilities of a Mentor

After orientation and the initial month of weekly meetings, mentors and novice teachers will meet at least twice a month to discuss practice, build collegial support, and to observe effective teaching practice. Mentors will be selected based on an administrative review of candidate applications in terms of their documented abilities to meet the following teacher mentor responsibilities:

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- To serve as a professional role model in both professional and classroom practice
- To foster a trusting, respectful, and confidential relationship
- To serve as a critical friend
- To communicate appropriate feedback after a non-evaluation observation
- To model effective instructional techniques for the novice teacher
- To orient the novice teacher to district and school policies
- To provide a variety of resources to help the novice begin forming a repertoire of effective strategies and techniques
- To participate in a summer orientation meeting to help the novice teacher establish goals for the beginning of the year
- To encourage the novice teacher to record needs, questions, or comments in a journal and to use the journal for discussion purposes
- To help the novice teacher identify material for a portfolio
- To participate in at least one session of continuing mentoring education
- To maintain continued involvement in professional growth opportunities included required 20 hours of PD each year
- To guide the development of PDP
- To encourage participation in PLCs

Section 6: Professional Learning Components for Mentors

All Cliffside Park School District mentors will have the opportunity to participate in on-site professional development programs focused on current research on improving teaching practice, new understandings of learners and the learning process to align to the 2011 Interstate Teacher Assessment and Support Consortium (InTASC), NJ Professional Development Standards, and NJ Professional Standards for Teachers that articulate what effective teaching and learning look like in a transformed public education system.

Training Components will focus on:

- Roles and Responsibilities of the Mentor
- Transitioning to Mentorship
- Establishing Communication and Building Trust
- Challenges in Mentoring
- Adult Learning Theory
- Questioning Techniques

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- Using standards-Based Formative Assessments
- Classroom Visitations
- Collegial Coaching
- Designing Professional Development Activities
- Networking for Mentors

Section 7: Professional Learning Components for Novice Teachers

All Cliffside Park School District novice teachers have the opportunity to participate in on-site professional development programs focused on current research on improving teaching practice, new understandings of learners and the learning process to align to the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards NJ Professional Development Standards, and NJ Professional Standards for Teachers that articulate what effective teaching and learning look like in a transformed public education system.

The following fundamental understandings anchor the content of the standards:

- Teaching and learning are a dynamic process
- Expertise in teaching develops over time
- 21st Century Skills are fundamental and need to be incorporated into all curriculum
- Focus must move from teachers' teaching to learners' learning
- Collaborative professional culture improves teacher effectiveness
- Teachers should embrace leadership roles

The standards now include key themes such as: creativity/innovation; critical thinking/problem solving; cultural competence; English language learners; individual differences; interdisciplinary/multiple perspectives/professional learning; student-directed learning; teacher responsibility; technology; use of data to support learning; and families and communities

Below is a listing of how annual professional development opportunities align with each of the NJ Professional Standards for Teachers. These opportunities will take place during: shared planning time, team-teaching, department meetings, faculty meetings, curriculum review, textbook assessment meetings, administrative team meetings, district website, mentoring and modeling. Other opportunities include professional development: on-site and off-site workshops, state and local conferences,

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online courses, continuing education at local universities, and higher education degrees.

1. Enhances of knowledge of subject content
2. Improves of the understanding of the needs of each learner
3. Reflects upon available interpretations of relevant knowledge
4. Develop a variety of classroom-based assessment skills
5. Integrates new learning in the classroom
6. Is periodically assessed to show its impact on teaching practices and/or student learning through annual surveys
7. Develops a school culture that fosters improvement
8. Improves of the understanding of the needs of each learner
9. Reflects upon available interpretations of relevant knowledge
10. Develop a variety of classroom-based assessment skills
11. Integrates new learning in the classroom
12. Is periodically assessed to show its impact on teaching practices and/or student learning through annual surveys
13. Develops a school culture that fosters improvement

Section 8: Action Plan for Implementation with Timeline

Action	Date
The Chief School Administrator will submit the mentoring plan to the BOE for approval.	June 2023
The CSA will submit a Statement of Assurance to the County Office and keep the plan in district.	Summer 2023
Mentoring Plan will be shared with each School Improvement Panel (ScIP); ScIP will oversee the implementation at the school level	September 2023
Teachers new to the district will attend 2-day orientation	August 2023
Mentors will be assigned to mentees and trained in responsibilities using the plan.	September 2023
Mentors will receive training	September 2023

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Will provide mentoring to all novice teachers based on the district mentoring plan and the regulations that govern mentoring	September 2023-June 2024
Mentees will attend New Teacher Academy	Monthly
ScIP Committees will meet with mentees	Every 3 months
Mentor will submit log form to district office	30th day of every month for 10 months
During the school year, the administrator will meet with mentors and teachers to assess the program.	As needed
Evaluation of District Mentoring Plan	June 2024

Section 9: Resources Options Used

In developing and implementing the district Mentoring Plan, the Cliffside Park School District utilized resources provided by the New Jersey Department of Education and Council of Chief State School Officers. District resources to carry out our program will include: release time for classroom visitations, video resources, print resources, and substitute coverage. There are also opportunities for novice teachers to attend “In-House” professional development sessions provided by district staff.

Section 10: Funding Resources

Funding will be needed to cover the costs of training materials, substitutes, and fees for attendance at targeted professional development sessions.

State funds will be utilized to offset the cost of implementation of the mentoring program and shall supplement, rather than supplant, any federal or local funds devoted to planning and implementation of this plan.

In the absence of state funds, novice teachers will be required to pay the mentoring stipend, unless the district provides other alternatives. The mentor stipend is a certification requirement for all novice teachers.

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- The mentoring stipend for traditional route teachers is \$550 for 30 weeks of mentoring.
- The mentoring stipend for alternate route teachers is \$1,000 for the 20-day clinical experience and for the remaining 30 weeks of mentoring.

Section 11: Program Evaluation

The CSA, ScIPs, supervisors, and principals of the Cliffside Park School District will conduct an extensive evaluation of the Mentoring Program utilizing a survey as well as a comprehensive review of: reflective journals, teacher evaluations, results of focus groups discussions, professional development portfolios, individual Professional Development Plans, new teacher retention rates, and student assessment.

While previous results indicate that the Cliffside Park School District has a very high retention rate with new teachers regarding adjustment to the profession, job satisfaction, and success with gains in curriculum knowledge and classroom management, we feel annual evaluations of the program will enhance collaboration. Therefore, the Cliffside Park Mentoring Program will undergo a period of evaluation, reflection, and adjustment at the end of each school year to better enhance our program for the subsequent year.

Source: Adapted from Beyond Mentoring: How to Attract, Support, and Retain New Teachers (pp. 128-129) by J. Saphier, S. Freedman & B. Aschheim, 2001, Newton, MA: Teachers21. Used with permission.

Appendices



Important Phone Numbers

Mentoring Agreement

An Ethical Code of Practice for Mentoring

Mentoring Partnership Agreement

CPSD Mentoring Checklist

Provisional Teacher Mentoring Log Template

Mentor Teacher Evaluation Form

Novice Teacher Evaluation Form

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IMPORTANT PHONE NUMBERS

District Phone Number: 201-313-2330

School Office: _____
My Principal: _____

My Mentor: _____
My CPEA Rep: _____
School Nurse: _____
Custodian: _____

School Guidance Counselor: _____
School CST Manager: _____

Interim Superintendent of Schools: Dr. Mark Hayes Ext. 2310
Administrative Assistant: Mrs. Giovanna Favano Ext. 2307

Business Administrator: Mr. Louis Alfano Ext. 2315
Secretary to BA: Peggy DiNucci Ext. 2305
BOE Bookkeeper: Mariann Carrieri Ext. 2306

Teacher Certifications & Personnel: Mrs. Claudia Hiles Ext. 2308

Accounts Payable: Ms. Vesna Porcelli Ext. 2309

Absence: Ms. Peggy DiNucci Ext. 2305

Benefits & Payroll: Ms. Julie Seelogy Ext. 2314

Director of Curriculum & Instruction: Mrs. Donna Calabrese Ext. 2312

Director of Special Services. CST: Mrs. Sharlene Pinto Ext. 2328

Director of Technology: Mr. Frank Savastano Ext. 2354

Buildings and Grounds: Mr. Ciro Spinella Ext. 2425

Transportation Coordinator: Mr. Glenn Luciano Ext. 2413

Athletic Director: Mr. Dave Porfido Ext. 2378

After School Coordinator: Ms. Linda Ludwikowski Ext. 2406

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MENTORING AGREEMENT

The Mentoring Agreement brings together the Mentor, the Novice Teacher, and the Principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the Mentor and the Principal, make clear that the Novice Teacher is a colleague. These collegial relationships strengthen and enhance the education of the Novice Teacher's students.

The Mentor and the Novice Teacher hereby agree to:

1. Develop a professional and collegial working relationship by discussing expectations and arriving at a mutual understanding about how to work together effectively.
2. Keep all shared information and discussions confidential unless by mutual agreement.
3. Meet at least once per week for the first 4 weeks of assignment.
4. One full school year of 1-1 mentoring from beginning of assignment, prorated for part-time teachers.

The Mentor hereby agrees to:

1. View the NJ Mentor Video Series-[NJ Mentoring Series](#)
2. Review the background and resume of the Novice Teacher to provide the type and amount of support indicated by this background.
3. Attend the Novice Teacher's classes and provide the Novice Teacher with feedback, coaching, and support provided by the district.
4. Be available for informal support and consultation.
5. Lead Mentee in guided self-assessment on district's teacher practice instrument.
6. Keep and submit monthly logs. [Provisional Teacher Mentor](#)

The Novice Teacher hereby agrees to:

1. Observe the Mentor's teaching as well as the teaching of other experienced professionals.
2. Work on following the Mentor's suggestions.
3. Seek out the Mentor for answers to questions that may arise.
4. Allow Mentor to lead Mentee in guided self-assessment on district's teacher practice instrument.

The Principal hereby agrees to:

1. Assign Mentor before the beginning of assignment, prorated for part-time teachers.
2. Arrange for Mentor and Mentee to meet weekly for the first 4 weeks of assignment.
3. Facilitate one full year of 1-1 mentoring from beginning of assignment, prorated for part-time teachers.
4. Observe and evaluate the Novice Teacher.
5. Provide support to both the Mentor and the Novice Teacher.
6. Refrain from soliciting evaluative comments from the Mentor regarding the Novice Teacher.
7. Allow the Mentor opportunity to observe the Novice Teacher as appropriate.
8. Arrange for the Novice Teacher to observe other teachers.
9. Meet and discuss with teachers topics outlined in the NJDOE regulations and agreements related to mentoring.

All signers agree to follow all NJDOE regulations regarding the Mentoring Program.
This agreement should be completed by September 7, 2023.

Mentor: _____ Date: _____

Novice Teacher: _____ Date: _____

Principal: _____ Date: _____

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AN ETHICAL CODE OF PRACTICE FOR MENTORING

- The mentor's role is to respond to the novice teacher's development needs and agenda; it is not to impose his/her own agenda.
- Mentors must work within the current agreement with the novice teacher about confidentiality.
- The mentor will not intrude into areas the novice teacher wishes to keep private until invited to do so. However, he/she should help the novice teacher recognize how other issues may relate to these areas.
- Mentor and novice teacher should aim to be open and truthful with each other, and themselves, about the relationship.
- The mentoring relationship must not be exploitative in any way, nor must it be open to misinterpretation by others.
- Mentors need to be aware of the limits of their competence and operate within these limits.
- The mentor has a responsibility to develop his or her own competence in mentoring.
- The novice teacher must accept increasing responsibility for managing the relationship; the mentor should empower him/her to do so and must generally promote the novice teacher's autonomy.
- Mentor and novice teacher should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.
- Either party may dissolve the relationship. However, both mentor and novice teacher have a responsibility for discussing the matter together, as part of mutual learning.
- The novice teacher should be aware of his/her rights and any complaints procedures.
- Mentors must be aware of any current law and work within the law.

Mentor: _____ Date: _____

Novice
Teacher: _____ Date: _____

Principal: _____ Date: _____

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MENTORING PARTNERSHIP AGREEMENT

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:

2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:

3. Maintain confidentiality of our relationship. Confidentiality for us means...

4. Provide regular feedback to each other and evaluate progress. We will accomplish this by...

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5. We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. At the end of this period of time, we will review this agreement, evaluate our progress and reach a learning conclusion.

6. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals. In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Mentor: _____ Date: _____

Novice
Teacher: _____ Date: _____

Source: The Mentor's Guide: Facilitating Effective Learning Relationships (p. 110), L. Zachary, 2000, San Francisco, CA: Jossey-Bass. Reprinted with permission.

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CPSD MENTORING CHECKLIST

Some topics may not be applicable and won't need to be completed.

Mentor:	Date:
Mentee:	Date:

New Teacher Orientation

- Share personal information for communication purposes
 - phone
 - email
- Discuss rationale, vision and goals of mentoring plan

Monthly Suggested Mentoring Topics, Ideas & Considerations:

September

- Introduce mentee to all staff
- Review district policies
- Discuss building policies
 - Crisis Management Plan/To-Go-Bag
 - CPEA Building Representative
 - arrival and dismissal routines
 - obtaining supplies from school building
 - use of school copiers and other equipment
 - duties
- Discuss and demonstrate how to access *Frontline Education*
- Discuss the *Stronge Teacher Evaluation* process
 - formal/informal observations
 - announced/unannounced observations
- Discuss *Stronge* and other deadlines
 - Self-Assessment (due 9/18)
 - PDP: ongoing collection of documentation (due 4/19)
 - SGOs: ongoing collection of documentation (due 4/26)
 - Documentation log: ongoing collection of artifacts (due 4/19)
 - Vector Training (due 4/26)

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- District Professional Development Log (due 5/10)
- Review how to access IEPs and 504 plans
- Review plan for regular weekly meetings
- Provide an overview of curriculum and curricular programs
 - curriculum maps
 - pacing guides
- Parent communication/involvement
 - documentation
 - positive acknowledgments, concerns, support etc.
- Assist with organization/physical design of classroom
 - physical design should match instructional design and best address the needs of students
 - displaying student work
- Discuss classroom management (*continue*)
 - tips for learning student names
 - unpacking the “invisible backpack”
 - establishing classroom culture & climate (*continue*)
- Assist with establishing of classroom routine & rituals
- Assist with establishing management techniques
 - developing behavior modification strategies
 - procedures for behaviorist referrals
- Review lesson planning/pacing
- Review the use of *Student Learning Objectives*
 - reviewed, displayed and measurable
- Review assessment strategies (formal and informal)
- Review accommodations, modifications and differentiation
- Monitor the appropriate use of NJSLs
- Review district benchmark and state assessment timelines
- Review grading procedures
 - Progress Reports
 - Report Cards
 - District *Academic Progress Indicators*
- Discuss the need for instructional coaching (*continue*)
- Discuss Parent-Teacher Conferences
- Discuss Back-to-School Night
- Discuss school holiday/function policies and procedures
- Discuss mentee’s concerns

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October

- Discuss/monitor building and maintaining of strong relationships with students/families
- Discuss and prepare for administering BAS/Running Records and monitoring student progress
- Discuss I&RS process & paperwork (*continue*)
 - referrals (behaviorist, speech, OT, PT, guidance)
 - documentation
 - confidentiality
- Review progress reports and first
- Review and provide assistance with SGO
- Review and provide assistance with PDP
- Review the *Stronge Teacher Evaluation* process
- Monitor/review classroom management routines
 - discuss/develop behavior modification strategies
- Analyze and discuss student data that has been collected
 - set goals
- Analyze and discuss lesson plans
- Review differentiating instruction
- Discuss progress/pacing of curriculum
 - Provide assistance and/or arrange for instructional coaching as needed
- Discuss struggling students
 - assist in identifying interventions that may be effective
 - review documentation
 - review I&RS process (*referrals will not likely take place at this time but preparation may necessary*)
- Review benchmark, district, national and state assessments and timelines
- Review grading procedures in preparation for first trimester report cards
 - comments
 - assessment data (formal, informal, benchmark)
 - District *Academic Progress Indicators*
- Professional development opportunities (*continue*)
 - PD procedures (payment, receipts, etc.)
- Discuss NJSLA
 - review 2021-2022 NJSLA data (if available)
 - familiarize with NJDOE NJSLA testing resources
- Discuss mentee's concerns

Cliffside Park Public Schools - District Mentoring Program

November

- Monitor first trimester report card progress
- Review/monitor building and maintaining of strong relationships with students/families
- Discuss progress/pacing of curriculum
 - Provide assistance and/or arrange for instructional coaching as needed
- Discuss and assist in the preparation of Parent-Teacher Conferences
 - Assessment Data (benchmark data, classroom assessments, first trimester report cards, Academic Progress Indicators)
- Review benchmark, district, national and state assessments (timelines and procedures)
 - Common Assessments
- Professional development opportunities (*continue*)
 - PD procedures (payment, receipts, etc.)
- Discuss/consider potential PD opportunities
- Discuss impact of holidays on behavior/instruction
- Discuss mentee's concerns

December

- Review snow day procedures
- Review parent communication/involvement
 - documentation
 - positive acknowledgments, concerns, support etc.
- Review progress/pacing of curriculum
 - Provide assistance and/or arrange for instructional coaching as needed
- Review student progress/concerns
 - assist in identifying interventions that may be effective
 - review documentation
 - review and/or assist with I&RS process
- Discuss retention procedures
- Discuss meaningful instruction balanced with holiday preparation
- Review district benchmark and state assessment timelines
- Review the *Stronge Teacher Evaluation* process
 - formal/informal observations
 - announced/unannounced observations
- Review *Stronge* and other deadlines/procedures
 - Observations
 - PDP: ongoing collection of documentation
 - SGOs: ongoing collection of documentation

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- Documentation log: ongoing collection of artifacts
- Safe Schools
- District Professional Development Log
- Discuss mentee's concerns

January

- Review progress/pacing of curriculum
 - provide assistance and/or arrange for instructional coaching as needed
- Review student progress/concerns
 - assist in identifying interventions that may be effective
 - review documentation
 - monitor (if applicable) I&RS process
- Review SGO data
 - assist in preparing for February's *Mid-Year-Review*
- Discuss highlights, encourage reflection, evaluate growth experiences, celebrate successes
- Monitor/review classroom management strategies
 - refocus/reorganize management efforts if needed
- Discuss mentee's concerns

February

- Discuss/consider potential PD opportunities
- Review grading procedures in preparation for second trimester report cards
 - comments
 - assessment data (formal, informal, benchmark)
 - Academic Performance Indicators
- Review progress/pacing of curriculum
 - provide assistance and/or arrange for instructional coaching as needed
- Review student progress/concerns
 - assist in identifying interventions that may be effective
 - review documentation
 - monitor (*if applicable*) I&RS process
 - Discuss (*if applicable*) possible retentions
- Review *Stronge* and other deadlines/procedures
 - PDP: ongoing collection of documentation (due 4/21)
 - SGOs: ongoing collection of documentation (due 4/28)
 - Documentation log: ongoing collection of artifacts

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(due 4/21)

- Safe Schools (due 4/28)
- District Professional Development Log (due 5/12)
- Review grading procedures in preparation for second trimester report cards
 - comments
 - assessment data (formal, informal, benchmark)
 - Academic Performance Indicators
- Discuss mentee's concerns

March

- Monitor second trimester report card progress
 - _____ Discuss Professional Growth activities
 - _____ Test-taking strategies
 - _____ Positive parent communication
- Review progress/pacing of curriculum
 - provide assistance and/or arrange for instructional coaching as needed
- Review district benchmark and state assessment timelines
- Review student progress/concerns
 - assist in identifying interventions that may be effective
 - review documentation
 - monitor (*if applicable*) I&RS process
 - monitor (*if applicable*) retention process
- Review *Stronge* and other deadlines/procedures
 - PDP: ongoing collection of documentation (due 4/21)
 - SGOs: ongoing collection of documentation (due 4/28)
 - Documentation log: ongoing collection of artifacts (due 4/21)
 - Safe Schools (due 4/28)
 - District Professional Development Log (due 5/12)
- Discuss mentee's concerns

April

- Review progress/pacing of curriculum
 - provide assistance and/or arrange for instructional coaching as needed
- Review student progress/concerns
 - assist in identifying interventions that may be effective
 - review documentation

Cliffside Park Public Schools - District Mentoring Program

- monitor (*if applicable*) I&RS process
 - discuss *Annual Review* procedures
- monitor (*if applicable*) retention process
- Review *Stronge* and other deadlines/procedures
 - PDP: ongoing collection of documentation (due 4/21)
 - SGOs: ongoing collection of documentation (due 4/28)
 - Documentation log: ongoing collection of artifacts (due 4/21)
 - Safe Schools (due 4/28)
 - District Professional Development Log (due 5/12)
- Review district benchmark and state assessment timelines
- Discuss highlights, encourage reflection, evaluate growth experiences, celebrate successes

May & June

- Review progress/pacing of curriculum
 - provide assistance and/or arrange for instructional coaching as needed
- Review student progress/concerns
 - assist in identifying interventions that may be effective
 - review documentation
 - review (*if applicable*) I&RS process
 - review (*if applicable*) retention process
- Review *Stronge* and other deadlines/procedures
 - Summative Meeting
 - District Professional Development Log (due 5/12)
- Review district benchmark and state assessment timelines
- Review grading procedures in preparation for third trimester report cards
 - comments
 - assessment data (formal, informal, benchmark)
 - Academic Performance Indicators
- Review EOY procedures
- Discuss highlights, encourage reflection, evaluate growth experiences, celebrate successes

Cliffside Park Public Schools - District Mentoring Program

MENTOR TEACHER EVALUATION FORM

Name: _____ Date: _____

Subject/Grade Level: _____ School: _____

1. What are your expectations of the Mentor Teacher Program?
2. Did the program provide you adequate training and support to be a mentor?
3. What part of the mentoring process has been most positive?
4. What part needs improvement?
5. Do you feel any other important area has been overlooked or neglected by the mentoring program?
6. Would you consider continuing in year 2 of the program and/or becoming a mentor again?
7. Additional comments/reactions/suggestions.

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

Teacher's Name (Print)

Teacher's Signature

_____ Office Use Only

