

Sayreville Public Schools Middlesex County



District Mentor Plan 2022-2023

- Prepared by the Sayreville Induction Program Coordinators
- Reviewed by the Sayreville Professional Development Department
- Approved by the Sayreville Board of Education

July 2022

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Local Mentoring Plan Checklist

Required	Components of Mentoring Plan	Included
X	Title Page	X
X	Table of Contents	X
X	Section 1: District Profile	X
X	Section 2: Needs Assessment	X
X	Section 3: Vision and Goals	X
X	Section 4: Mentor Selection	X
X	Section 5: Roles and Responsibilities for Mentors	X
X	Section 6: Professional Learning Components for Mentors	X
X	Section 7: Professional Learning Components for Novice Teachers	X
X	Section 8: Action Plan for Implementation	X
X	Section 9: Resource Options Used	X
X	Section 10: Funding Resources	X
X	Section 11: Program Evaluation	X

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Section 1: District Profile

The district profile sheet reflects the mentoring data from the 2020-21 school year:

Name of District: Sayreville

District Code: 4660 County Code: 23

District Address: 150 Lincoln Street

South Amboy, NJ 08879

Chief School Administrator: Dr. Richard Labbe

Mentoring Program Contact: Nina Obryk, Supervisor of Professional Development

Mentoring Program Contact Phone: 732-525-5200 x5228

Mentoring Program Contact E-mail: nina.obryk@sayrevillek12.net

Type of District: P-12

Number of novice teachers with a Certificate of Eligibility: 13

Number of novice teachers with a Certificate of Eligibility with Advanced Standing 26

Number of novice special education teachers with a standard license: 12

Number of Mentors: 35

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

PK-5 43 6-8 4 9-12 6 Special Education 16

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LPDC Signoff Sheet

Name of District: SAYREVILLE Code: 4660

County: MIDDLESEX Code: 23

Names of Professional Staff Members & Administrators Reviewing Plan:

Name	Signature	Position
Dr. Marilyn Shediack		Assistant Superintendent
Dr. Edward Aguiles		Director of Human Resources
Scott Nurnberger		Principal
Allison Francis		Supervisor of Elementary Education
Alexandra DeCicco		Supervisor of Special Education
Nina Obryk		Supervisor of Professional Development/MS Education
Christopher Howard		Teacher, SWMHS
Liz Victorero		Teacher, SWMHS
Rosemarie Griggs		Teacher, SMS
Kerry Fleschner		Teacher, SUES
Kaitlyn Krainski		Teacher, Arleth
Christine Lawlor		Teacher, Eisenhower
Donna Porpora		Teacher, Truman
Colleen West		Teacher, Wilson
Jacqueline McGrade		Teacher, Project Before
Barbara DeSantis		Technology Integration Teacher

Date of BOE Approval: _____

Marilyn Shediack, Assistant Superintendent of Schools
Name and Position

Signature

Contact Person: Nina Obryk, District Supervisor of Professional Development

Phone: 732-525-5200 x5228

Fax: 732-727-5621

Email: nina.obryk@sayrevillek12.net

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Section 2: Needs Assessment

Current assessment of the mentoring program takes place during the orientation week for new staff, mid-year through a survey during new teacher workshops, and at the end of the year during the last new teacher/mentor forum. An evaluation form is electronically sent to each mentor and each novice teacher for input. The results of the evaluation survey drive the focus of the New Teacher Workshops offered quarterly and the monthly round tables and after school workshops for each grade level, elementary (P-5), middle school (6-8), and secondary (9-12).

The mentoring program, to date, has been adequate and successful. Between 2020 and present, one hundred and thirty-two new teachers have started working in the Sayreville School District; 78.03% of those teachers remain in district for the 2022-2023 school year.

The district mentoring plan addresses the mentoring of novice teachers and also provides continued support and professional development to promote the retention of novice staff in the district.

Focus of the district mentoring plan is to provide opportunities for novice teachers to observe master teachers in the classroom setting; to encourage and provide opportunities for the mentor teacher to observe the novice teacher in the classroom setting; to provide support and training for the mentor teacher as a collegial coach to promote the development of best practices utilized in the classroom of the novice teacher. Further, the need for sustained professional development was documented in regard to district programs.

Section 3: Vision and Goals

VISION:

The Sayreville Public Schools Mentoring Program is a continuous process where the emotional and professional growth of our district’s novice staff is encouraged and supported through training, practice, dialogue, recognition, and reflection. This process promotes positive interaction between dedicated professionals within our school community and culminates in an environment of mutual trust and respect. The district will provide professional development focused on the enhancement of student learning, New Jersey Student Learning Standards, and best practices for effective learning. In addition, the district will align and fulfill the objectives outlined by the New Jersey Professional Standards for Teachers and the Eight Key Elements of High Quality Professional Development for Teachers through sustained professional development. The novice teachers’ development and mastery of the defined areas will result in increased student performance on state tests and in preparation for 21st century skills, which is reflective of the NJ Student Learning Standards. The Board of Education, administration, and staff will work in concert to provide a variety of experiences in which novice teachers will be empowered and able to develop subject matter mastery and a working knowledge of the needs of diverse learners while encouraging creativity, risk-taking, and collegial learning.

GOALS:

The purpose of this program is to provide novice teachers with the support needed for professional success.

The goals of the Sayreville Public Schools’ Mentoring Program are:

1. To enhance teacher knowledge of and strategies related to the NJ Student Learning Standards in order to facilitate student achievement.
An annual Professional Development Program that is content driven by the topics indicated in the annual professional development needs assessment and that are evaluated by staff. (NJ PD #1,4,10)
2. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
Monthly forums and quarterly workshops are held to review school policies and discuss best practices to impact student achievement. (NJ PD #1, 4, 6)

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3. To assist novice teachers in the performance of their duties and in their adjustment to the challenges of teaching.
Provide release time to allow novice teachers to observe classes in which best practices are modeled to engage students and impact achievement. (NJ PD #4, 6, 8, 10)
4. To empower qualified knowledgeable teachers to articulate and share their wisdom of teaching to help novice teachers translate their academic knowledge into meaningful instruction to maximize student achievement.
Provide training workshops on collegial coaching, classroom management, and content areas of instruction aligned with the NJSLs. (NJ PD#4, 6, 8)
5. To retain capable new teachers by promoting a collegial and nurturing program that provides a network of support.
A New Teacher Orientation that provides the means to network, promotes team-building, and provides guidance for the initial days of school; monthly Principal Round Table Discussions. (NJ PD#6, 8, 10)
6. To provide training to prepare mentors for their role as supportive colleague, curricular mentor, cognitive coach, advocate, and fellow learner.
Mentor teachers will attend forum workshops with their teachers and actively participate in collegial coaching and reflective conferencing. (NJ PD# 1, 4, 6, 8)
7. To extend the knowledge, skills, and abilities of novice teachers in daily activities, NJ Student Learning Standards, and exemplary teaching methodologies through professional development opportunities and resource materials as needed upon request.
Orientation week, quarterly workshops, and monthly round tables will emphasize best practices for the novice teacher to model and demonstrate. (NJ PD#1, 4, 6, 10)
Each novice teacher/mentor will receive a list of helpful educational texts to be referenced as needed, and various texts will be featured at the monthly teacher forums. (NJ PD#1, 4, 6, 10)

Guidelines for Mentor Selection:

Selection of mentor candidates who are competent professionals and are willing and able to help others gain similar knowledge and skills is critical to the mentor plan's success. Mentors selected are friendly, exemplary teachers, who have an affinity for working with adults.

Mentoring a novice teacher is a serious responsibility. Mentors selected shall be experienced, fully certified, and declared effective by NJ State guidelines; mentors will be tenured teachers currently employed by the Sayreville School District who of their own choosing express interest in becoming mentors by completing the district mentor application and attending district mentor training sessions.

Application process and criteria for selection of mentors:

The mentor application and a letter providing information concerning mentor program design, purpose, requirements, responsibilities, and stipend are distributed throughout district via email to all tenured staff during the spring semester. Interested teachers submit completed applications, which are reviewed by building administration, content supervisors, and mentor coordinators in the selection of mentors for novice staff.

NJAC6: 11-14.5 requires that mentors be selected based upon the following criteria:

1. The teacher is tenured in the district, rated effective/highly effective, and actively teaching.
2. The teacher is committed to the goals of the district mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
3. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy; teacher is rated as effective according to NJ State guidelines.
4. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible; and, where not possible, in a closely aligned subject area.
5. The teacher is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves.
6. The teacher is knowledgeable about the resources and opportunities in the district board of education and able to act as a referral source to the novice teacher.
7. The teacher agrees to complete a comprehensive mentor-training program.

Section 5: Roles and Responsibilities for Mentors

A mentor teacher:

- Prior to the first day of school, will attend, with their novice teacher, an orientation session covering program expectations, participant responsibilities, program activities and resources.
- Attends monthly Roundtables and after school sessions, as applicable, with novice teacher.
- Will keep a monthly log documenting meeting dates, times, and areas of discussion with novice teacher.
- Fosters a trusting, confidential relationship that encourages the novice teacher to ask questions that facilitate the sharing of information and support by the mentor.
- Serves as a professional role model in both professional and classroom practices.
- Orients the novice teacher to district and school policies.
- Provides a variety of resources to help the novice begin forming a repertoire of effective strategies and techniques.
- Will attend the Annual Induction Celebration during Quarter 4.

Section 6: Professional Learning Components for Mentors

Mentoring contributes to the professional development of experienced educators, as well as novice teachers. Mentors acquire considerable benefits from the mentoring experience; educators should not look only at the primary effects of mentoring on the novice teacher, but also at the secondary effects that the program has on all professionals involved in the process.

Benefits of Mentoring:

- Professional Competency
- Reflective Practice
- Renewal
- Collaboration
- Contributions to Teacher Leadership

Learning Components for Mentors:

- Communication
- Active listening techniques
- Relationship skills
- Effective teaching
- Models of supervision and coaching
- Conflict resolution
- Problem solving

Successful mentoring behavior can be taught; therefore, ongoing training workshops in the above areas will be provided for mentors. Training and experiential opportunities reflect a mixture of formal and informal learning. **Presence is not enough.** The mentor's knowledge of how to support new teachers is crucial. (NJ PD # 2, 4, 5, 6, 8, 10)

Section 7: Professional Learning Components for Novice Teachers

Novice teachers are invited to attend a district orientation prior to the opening of school. This orientation provides initial training in areas of:

- Lesson planning and engagement (NJ PD# 1, 4, 5)
- Assessment and assessment alignment (NJ PD# 2, 5)
- Differentiated instruction and special education (NJ PD# 1, 3, 8)
- Instructional use of technology (NJ PD# 4, 10)
- Behavioral management (NJ PD# 2, 6, 7, 8)
- Specific district programs

Each month a forum for new, mentor, and experienced teachers is offered during which the above topics are discussed. The novice teacher and the mentor can individually or collaboratively engage in a variety of additional professional learning opportunities such as:

- Action research (NJ PD# 4)
- Class discussions (NJ PD# 8)
- Curriculum development (NJ PD# 1, 6)
- Data analysis of student work (NJ PD# 3, 7)
- Lesson study (NJ PD# 1)
- Study groups (Easton, 2004) (NJ PD# 9)
- Classroom management/engagement (NJ PD# 6)

Ongoing, job-embedded mentoring is critical to the success of the program. The Sayreville Public Schools Mentoring Programs includes provisions for informal observations by the mentor, novice teacher, and mentor coordinator.

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Section 8: Action Plan for Implementation:

Specialized monthly professional development will be provided in each school building and as a district cohort. Forums and topics will be documented and PD certificates issued. Teacher feedback will help to update topics, as needed.

Teacher Round Tables (building-based):

Month	TOPIC
October	Danielson/SGO/PDP
December	Classroom Management
March	PDP/APR/Evaluations

- School Community and Basics (a check in after the first few weeks)
- Back to School Night
- Parent/Teacher Conferences
- Classroom Management Tips and Procedures
- Technology Integration
- “Open” forums for Round Table dialogue

Professional development also will be provided during PLC dates (year one), three half-day sessions (year two), and a single half-day session (year three) during school hours. Similar to programs occurring after school hours, teacher feedback will help to update topics, as needed, and professional development certificates issued.

2022-2023 NTI Workshop Schedule

Year 1 Staff

Date	Group	Time	Topic
December 5, 2022	PK-3	1:45-3:30pm	Classroom Management/1
	SUES/SMS	1:15-3pm	Classroom Management/1
	SWMHS	12:45-2:30pm	Classroom Management/1
January 9, 2023	PK-3	1:45-3:30pm	Classroom Management/2
	SUES/SMS	1:15-3pm	Classroom Management/2
	SWMHS	12:45-2:30pm	Classroom Management/2
February 13, 2023	PK-3	1:45-3:30pm	School Law/Social Media
	SUES/SMS	1:15-3pm	School Law/Social Media
	SWMHS	12:45-2:30pm	School Law/Social Media

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March 6, 2023	PK-3	1:45-3:30pm	Student Engagement
	SUES/SMS	1:15-3pm	Student Engagement
	SWMHS	12:45-2:30pm	Student Engagement
May 15, 2023	PK-3	1:45-3:30pm	Assessment & Questioning
	SUES/SMS	1:15-3pm	Assessment & Questioning
	SWMHS	12:45-2:30pm	Assessment & Questioning

Year 2 Staff

October 11, 2021	8-10:30am & 12-2:30pm	Grades 6-12	Data to Drive Instruction
October 12, 2021	8:30-11am & 12:30-3pm	Grades P-5	Data to Drive Instruction
January 17, 2022	8-10:30am & 12-2:30pm	Grades 6-12	Effective Co-Teaching
January 18, 2022	8:30-11am & 12:30-3pm	Grades P-5	Effective Co-Teaching
March 14, 2022	8-10:30am & 12-2:30pm	Grades 6-12	"What if...." Scenario Workshop
March 15, 2022	8:30-11am & 12:30-3pm	Grades P-5	"What if...." Scenario Workshop

Year 3 Staff

February 21, 2022	8-10:30am & 12-2:30pm	Grades 6-12	Best Practices Roundtable
February 22, 2022	8:30-11am & 12:30-3pm	Grades P-5	Best Practices Roundtable

District New Teacher Binder

District Mentor Program Handbook

Your First Year: How to Survive and Thrive as a New Teacher by Todd Whitaker, Madeline Whitaker Good, Katherine Whitaker

A Handbook for Classroom Management that Works by Marzano, Gaddy, Foseid, Foseid, and Marzano

The EPIC Classroom by Trevor Muir

Mindset: Drive the Power of Habit from a Fixed Mindset to a Growth Mindset by Anna L. Matthews

Choice Words by Peter H. Johnston

First Days of School by Harry Wong

Teach Like a Pirate by Dave Burgess

Mentoring Toolkit & Resource Guide (NJEA Professional Development & Instructional Issues)

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development (NJSDOE)

The Effective Teacher (Video Series) by Harry Wong

Why Didn't I Learn that in College by Paula Rutherford

Teaching Like A Champion and CD Rom by Doug Lemov

www.nea.org

www.teachermentors.com

www.inspiringteachers.com

www.ascd.org

www.teachersnetwork.org

www.teachers.net

www.edmodo.com

www.theteachingchannel.com

www.edweb.net

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Section 10: Funding Resources

State funds are no longer available for the mentoring program; therefore, the novice teacher will pay the full amount of the mentoring fees in the form of payroll deductions, which are then distributed to the mentor teachers.

Title IIA funds are utilized to purchase books for use in our NTI program, as well as for stipends to compensate Induction Coordinators stationed in each building within District.

Section 11: Program Evaluation

The Sayreville Professional Development Department in conjunction with the Mentor Coordinators shall conduct an annual evaluation of the preceding year's New Teacher Induction Program. This evaluation shall be based upon feedback and data provided through written surveys and round table discussions that are completed by novice teachers and mentor teachers. When appropriate and available, workshop evaluation forms may also be included when evaluating the mentoring program. Based on the findings of the program/class evaluations, the mentoring plan for the current and/or ensuing years may be revised or refined as necessary in order to promote on-going development of quality mentors and novice teachers.