

Swedesboro-Woolwich School District 2022-2023 Mentoring Plan

Office of Curriculum & Instruction
15 Fredrick Blvd
Swedesboro, NJ 08085
856-241-1552



District Mentoring Plan Checklist

Required	Components of Mentoring Plan	Included
✓	Title Page	Yes
✓	Table of Contents	Yes
✓	Section 1: District Profiled <ul style="list-style-type: none"> • District Profile Sheet • Local Professional Development Committee (LPDC) Sign Off Sheet • Board of Education Approval Form 	Yes
✓	Section 2: Needs Assessment <ul style="list-style-type: none"> • Current assessment of the mentoring for quality induction program (reflection of past progress and projection for future progress) • Current needs of district mentoring plan 	Yes
✓	Section 3: Vision and Goals <ul style="list-style-type: none"> • Mentoring Program Vision • Mentoring Program Goals (measurable; aligned with NJ Professional Standards for Teachers and NCLB Professional Development) 	Yes
✓	Section 4: Mentor Selections <ul style="list-style-type: none"> • Guidelines for selection of mentors • Application process and criteria for selection of mentors • Qualities of Effective Mentors 	Yes
✓	Section 5: Roles and Responsibilities of Mentors	Yes
✓	Section 6: Professional Learning Components for Mentors & Novice Teachers (aligned with NJ Professional Standards for Teachers)	Yes
✓	Section 7: Action Plan for Implementation (with timeline)	Yes
✓	Section 8: Program Evaluation (ie: evidence of teacher retention, impact on teacher effectiveness and student learning)	Yes
✓	Section 9: Additional Resources for Reference	Yes

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District Profile Sheet

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

Name of District:

Swedesboro-Woolwich School District

District Code:

5120

County Code:

15

District Address:

15 Fredrick Blvd. Woolwich Twp, NJ 08085

Chief School Administrator:

Mrs. Jamie Flick

Mentoring Program Contact:

Mrs. Jamie Flick

Mentoring Program Contact Phone Number:

856-241-1552 ext: 1026

Type of District:

Pre-K to 6

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility (CE): 4

Number of novice teachers with a Certificate of Eligibility with Advanced Standing (CEAS): 3

Number of novice teachers with a standard license: 14

Number of mentors: 20

Identify the number of novice teachers in the following areas:

☐ PreK = 0

☐ K-5 = 12

☐ 6-8 = 8

☐ Special Education (all grades) = 12

☐ Other Staff (all grades) = 1

Local Professional Development Committee (LPDC) Sign Off Sheet

Name of District: Swedesboro-Woolwich School District **Code:** 5120

County: Gloucester County **Code:** 15

Name of Professional Members Elected to Committee:

Name	School
Debbie Hanold	Clifford
Lisa Bitterman	Clifford
Lindsley Shainline	Clifford
Noel Lane	Stratton
Rosie Matich	Stratton
Maura McIntire	Stratton
Brielle Scott	Harker
Joanne Ferrara	Harker
Steph Conti	Harker
Julie Donahue	Harker
Jan Hill	Harker
Kelly Pollitt	Hill
Lori Titus	Hill
Jessie Clifford	Hill
Marissa Smith	Hill
Caroline Schooley	Hill

Name of Administrators Appointed to Committee:

Jamie Flick, Chief Academic Officer (Chair)

Jennifer Garica-Griffin, Instructional Facilitator

Contact Person: Jamie Flick 856-241-1552 (ext: 1026) jflick@swsdk6.com

District Approval and Comment Form

Date Plan Received _____

Date Plan Reviewed _____

Date Plan Returned for Revision _____

Date Plan Accepted _____

Name of District: Swedesboro-Woolwich School District **Code:** 5120

County: Gloucester County **Code:** 15

	Yes	No	Comments
Title Page			
Table of Contents			
Section 1: District Profiled <ul style="list-style-type: none"> • District Profile Sheet • LPDC Sign Off Sheet • Board of Education Approval Form 			
Section 2: Needs Assessment <ul style="list-style-type: none"> • Current assessment of the mentoring for quality induction program • Current needs of district mentoring plan 			
Section 3: Vision and Goals <ul style="list-style-type: none"> • Mentoring Program Vision • Mentoring Program Goals 			
Section 4: Mentor Selections <ul style="list-style-type: none"> • Guidelines for selection of mentors • Application process and criteria for selection of mentors 			
Section 5: Roles and Responsibilities of Mentors			
Section 6: Professional Learning Components for Mentors			
Section 7: Professional Learning Components for Novice Teachers			
Section 8: Action Plan for Implementation			
Section 9: Resource Options Used			
Section 10: Funding Resources			
Section 11: Program Evaluation			

Current Needs Assessment for Mentoring Program

As per the state suggestions and conversations with the LPDC, the following needs should be ongoing in order to have an effective program.

When developing a mentoring for quality induction program, careful consideration should be given to the following issues:

- Determine the goals of the mentoring for quality induction program, which might include the following:
 - Ease new teachers' transition into the classroom
 - Increase retention of qualified novice teachers
 - Improve the skills and knowledge of classroom practice for novice teachers
 - Revitalize the skills of mentor teachers
 - Provide an on-site support system for novice teachers
 - Assist teachers participating in the statewide Provisional Teacher Program
 - Provide expectations and goals for all stakeholders in the program
 - Provide ongoing professional learning activities that support the strategic plan and vision of the school
- Identify the mentoring for quality induction program components based on the needs of the district, the mentors, and the novice teachers.
- Secure adequate funding for the mentoring program that includes a line item in the budget.
- Appoint a team of "mentor trainers" and determine the amount of initial and ongoing training aligned with the New Jersey Professional Standards for Teachers that will be provided for mentors and novice teachers, which might cover such topics as:
 - Teaching strategies
 - Classroom management techniques
 - Coaching techniques - Stages of teacher development
 - Needs of new teachers
 - Conferencing skills
 - Observation techniques
 - Policies and procedures of the mentoring program
 - Roles and responsibilities of the mentor teacher
 - Roles and responsibilities of the novice teacher
 - Reflective teaching
 - Use of formative assessment for growth
 - Development of professional improvement plans
 - Communication skills
- Define clear expectations for the mentor, the novice teacher, and other key stakeholders in the mentoring with induction process that include:
 - Confidentiality
 - Building a trusting relationship
 - Working as a team
 - Ongoing positive communication

- Determine criteria for mentor selection, which might include the following:
 - A minimum of three years of successful teaching experience
 - Evidence of excellence in teaching
 - A valid New Jersey teaching certificate
 - A willingness to commit to ongoing professional development
 - A willingness to meet frequently with the novice teacher
 - A willingness to share knowledge, skills, and information with others
 - A willingness to provide demonstration lessons for the novice teacher
 - A sincere love of children and of teaching
- Determine criteria for pairing mentor teachers with new teachers, which might include the following:
 - Grade level or content area
 - Common planning periods
 - Proximity of the mentor teacher's classroom to the new teacher's classroom
 - Compatibility of the mentor teacher and the new teacher
 - Needs of students
- Make provisions for mentor stipends, release time for observations, supplies, and other items unique to the process
- Devise a system for evaluating the district mentoring for quality induction program.

Current Needs Assessment for Mentoring Plan

The following needs assessment was conducted during the 2022-2023 school year.

Place an "X" in the box that is appropriate for each item	Yes	No	Part
<u>District Wide Planning Process</u>	X		
<ul style="list-style-type: none"> Has our district engaged a broad-based group of teachers and school leaders, including representation from SWEA, members of LPDC (listed above), to develop a mentoring plan aligned to state regulations? Does the LPDC monitor implementation of the mentoring program and use feedback to make improvements? 	X		
<u>Criteria-based Selection and Matching of Mentors</u>	X		
<ul style="list-style-type: none"> Does our district mentoring plan include at least the criteria for mentor selection in state regulations? Are mentors selected based on the criteria stated in the regulations? Does our district have criteria for matching mentors and novice teachers? Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan? 	X		
			X
			X
<u>Mentor Services</u>			X
<ul style="list-style-type: none"> Do mentors receive training in the skills of conferencing and feedback? Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment? Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher? 			X
			X
<u>Novice Teacher Services</u>	X		
<ul style="list-style-type: none"> Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers? Are novice teachers brought together regularly during the year for networking opportunities? Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers? 	X		
	X		
	X		
<u>School Leader Services</u>	X		
<ul style="list-style-type: none"> Do school leaders model a range of ways to support novice teachers at their schools? Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers? Do school leaders use supervision and evaluation as a growth oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers? 	X		
	X		
	X		
<u>District Board of Education and Community</u>	X		
<ul style="list-style-type: none"> Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers? Is the community invited to support district efforts to nurture novice teachers? 			X
<u>On-Going Program Evaluation</u>			X
<ul style="list-style-type: none"> Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program? Does the LPDC gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community? 			X

Mentoring Vision

The Swedesboro-Woolwich School District has created the following vision statement. This vision was created during the Strategic Planning Committee meetings in 2022 and consisted of teachers, staff, administration, board members, and community members.

We seek to become a premier PK-6 district by embracing, equipping, and empowering each student to maximize their extraordinary potential. We will cultivate a love of learning and a positive sense of self and others in a rich and immersive academic environment, where students feel safe and inspired to take educational risks.

Mentoring Goals

The 2022-2023 Swedesboro-Woolwich School District Professional Development Goals include:

1. Educators will strive to expand their instructional techniques and deliveries to include ones applicable to both in-person and remote learning. Considerations for instructional delivery methods, choice of materials, and opportunities for enrichment and intervention will be continuously reviewed in order for student learning to reach maximum potential and accelerate learning in either setting.
2. Educators will consistently collaborate to provide direct communication regarding expectations for student learning. This shall include clearly defined standards, targets, and criteria for success components in order to promote student engagement, family connections, and ongoing progress monitoring in accordance with the concept of accelerated learning.
3. Educators will strive to build learning environments that focus on the whole child and ones in which all students feel acknowledged, safe, and accepted. Learning environments will be developed with intentions of consistently striving to build positive rapport among both educator and student populations in order to actively engage and make connections with all learners.

In addition to the District's Professional Development Goals, we have developed the following goals for the mentors and new teachers:

1. To provide new teachers a professional relationship with a mentor for professional growth and development.
2. To retain new teachers in the profession by providing opportunities with a mentor to develop the necessary knowledge and skills in teaching.
3. To provide mentors opportunities for personal growth through collaboration with new teachers and other mentor teachers.
4. To offer mentors opportunities for professional growth by providing training and expansion of professional skills.
5. To provide new teachers support and assistance in implementing the curriculum of the Swedesboro-Woolwich School District.

New Staff Orientation

New Staff Orientation will be held on August 23, 24, and 25

- a. Orientation will be in person
- b. New Staff will be provided the following areas to prepare them for the school year in SWSD
 - i. Marzano Focused Evaluation Model (Instructional & Non Instructional)
 - ii. Classroom Management & Building Classroom Culture
 - iii. Overview of the district curriculum and programs
 - iv. Overview of special services
 - v. PDP & SGO presentation
 - vi. Supporting our most vulnerable students
 1. Economically Disadvantaged (those students without access to internet and/or technology)
 2. RtI Model (ACES and I&RS)
 3. ELL
 4. G & T/Advanced Math
 5. 504
 6. IEP
 7. PBIS
 - vii. Technology Training
 - viii. HIB training
 - ix. Presentation by Board Office and SWEA
 - x. Meeting with mentors and team leads
2. Resources from Various Areas
 - a. ["Vulnerability" Poem by David Whyte](#)
 - b. ["The First Days of School" Article by Harry Wong](#)
 - c. ["Learning from Coaches: Supporting Educators in a Virtual World" Presentation and Notes](#)
 - d. [SETDA: eLearning Coalition](#) (resources for administration, new and veteran staff, and mentors)
 - e. [Teaching Matters Website](#) (activities, videos, webinars, etc to assist with hybrid and virtual learning models)
 - f. [Teacher Educator and Mentoring Program \(TEAM\)](#) - a series of modules, created by Connecticut's Department of Education, based on 5 key components of education for new teachers to review during their first year teaching
3. Mentor Training Videos from NJDOE
 - a. To support New Jersey public school districts in meeting requirements for teacher mentor training, the New Jersey Department of Education has developed Mentor Training Videos. This year, more than ever before, mentoring and induction are critical for the development of new and novice teachers. In accordance with N.J.A.C. 6A:9C-5.1 all school districts must have a district mentoring program to provide support to nontenured teachers, including all novice provisional teachers. Mentoring must include an induction to the teaching profession and the school district community through differentiated supports. The Mentor Training Videos are optional and intended to be foundational training for new mentors or those in need of a refresher. The videos address required topics for mentors, help districts begin the process of training mentors, and supplement the training the district provides.
 - i. [Video 1 of 3](#)
 - ii. [Video 2 of 3](#)
 - iii. [Video 3 of 3](#)

Mentor Selection

The district encourages and appreciates staff who give back to the profession by being a mentor to a new staff member. All mentors have demonstrated success in the classroom and meet the requirements per the May 5, 2014 revised Mentoring Regulations:

- The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher. The district board of education shall provide training in current educational practices to the retired teachers or administrators.
- Participated in training:
 - Teacher Evaluation Rubric/Practice Instrument (Marzano)
 - [New Jersey Professional Standards for Teachers](#)
 - [New Jersey Student Learning Standards](#)
 - Classroom observation skills
 - Reflective conversation about practice
- Beginning in 2014-2015 School Year:
 - Earned a teacher practice rating of Effective or Highly Effective
 - Earned a summative practice rating of Effective or Highly Effective
- Maintain a log of their contact with their mentee which will be submitted to the Curriculum and Instruction Office on the 30th of each month
- In addition, the following components are considered for mentor selection:
 - The teacher is committed to the goals of the local mentoring plan.
 - The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.
 - The teacher has demonstrated exemplary command of content area knowledge and of pedagogy.
 - The teacher is experienced in a variety of instructional practices and strategies that could support teachers in a variety of settings.
 - The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves.
 - The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
 - The teacher provides letters of recommendation as determined by the district mentoring plan from those who are familiar with the mentor teacher applicant's work.
 - The teacher agrees to complete a comprehensive mentor training program.
 - For Digital and Google Classroom mentors, the teacher has demonstrated exemplary experience with online programs or Google Classroom components.

**Staff who are interested in being a mentor for new staff and meet the above requirements, will express interest via email to the Office of Curriculum and Instruction. In the email the teacher should include answers to the following questions:*

- *Why do you want to be a mentor?*
- *What abilities and experiences do you bring to the process of mentoring novice teachers?*
- *How are you keeping current in curriculum areas?*

Qualities of Effective Mentors

Attitude and Character

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

Professional Competence and Experience

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

Communication Skills

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

Interpersonal Skills

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

Roles and Responsibilities

As a means of induction into the education profession and as a member of the Swedesboro-Woolwich staff, a variety of mentoring goals are available to new staff that reflect the district's vision.

- All new staff will participate in a three-day New Teacher Orientation prior to the opening of school. The orientation is a comprehensive introduction including, but not limited to, district policies and procedures, teacher evaluation instrument, curriculum materials, and expectations for effective teaching practices.
- Long Term Subs will be added to the mentoring program if they are anticipated to be in the district for more than 60 days in one position.
- The district offers a variety of ongoing learning opportunities for new staff including:
 - Professional development sessions provided after school at the building and district level.
 - Academic Team Leads (ATL) at each grade level to support additional questions and support.
 - Professional Learning Communities (PLC) to support all teachers with specific content area needs
 - Ongoing meetings/interaction with the Mentors, Principal, Assistant Principal, ATL, Instructional Facilitator, Chief Academic Officer, and Superintendent
 - Opportunities to observe teachers when needed - Can be arranged with the mentor and mentee along with the building principal to schedule the observations.
- New teachers will receive support from their assigned mentor as well as the Instructional Facilitator.
- Mentoring Logs must be submitted the last day of each month to the Instructional Facilitator for monitoring and review. Mentoring Logs will be made available at our monthly meetings. Please complete and forward to the district's Instructional Facilitator.
- The district has adopted the Marzano Framework for Teaching as its Teacher Evaluation model. The district's mentoring program is anchored in this framework. The Marzano Framework includes:
 - Standards Based Planning
 - Conditions for Learning
 - Standards Based Instruction
 - Professional Responsibilities
- The Mentoring monthly meetings will be linked to the Marzano Framework with the broad categories of activities that teachers will participate in as it relates to their work.
- **Expectations**
 - Minimum 1 meeting per week for 4 weeks (CEAS) with meeting (posted on the Mentoring log)
 - 30 weeks of 1:1 mentoring
 - Minimum 1 meeting per week for 8 weeks (CE) with meeting (posted on the Mentoring log)
 - 34 weeks of 1:1 mentoring

Payment Procedures

Payment for all new teachers, who are required to have a mentor, will be paid by the new teacher directly to the Board of Education Office. The Board of Education will then submit payment to the mentors after acknowledgement of payment has been made.

- The amount will be \$550 for CEAS candidates and \$1,000 for CE candidates.
- The CEAS candidates are mentored for one year (30 formal weeks of mentoring) and the CE candidates are mentored for two years (30 weeks for Year 1 and District Mentor Meetings for Year 2).
- Long Term Substitutes and teachers who are in the district for only part of their mentoring program, will pay a portion of the costs listed above. Costs will be determined based on mentoring weeks received within the district (ie: 15 weeks of mentoring out of the possible 30 will pay 50% of the mentoring costs)

Mentoring Expectations

- Attend district meetings as scheduled
 - Mandatory for first year teachers and long term subs in our district
 - Other non-tenured teachers will be asked to attend based on needs
- Mentors and Mentees should try to meet, at their convenience, on a weekly basis
 - The state provides an optional log to document meetings
 - Other non-tenured teachers, may be assigned informal mentors based on needs
 - Use the broad topics and discussions from our District Monthly Mentoring meetings to guide your discussions for your weekly meetings
- When applicable, attend SciP meetings to get support from your building teachers and administration
- Become familiar with the district's Professional Development Plan (PDP)
- Mentor and Mentee work together to understand the Marzano Framework
 - Focused evaluation model
 - Scales and targets
- Mentors provide support to their Mentees on:
 - District programs and curriculum
 - Online programs (ie: Oncourse, LinkIt, etc)
 - Parent Communication
 - Standards Based Report Cards
 - RTI and Differentiated Instruction
- Allow opportunities for observations and discussions
- Don't be afraid to ask anyone questions
- COMMUNICATE
- Useful Links
 - [Mentor Guidelines and Goal Setting](#)
 - [Sample State Guidelines and Forms for Mentors](#)
 - [Expectations from Mentors and Mentees](#)
 - [State Mentoring Website](#)
 - [Professional Teaching Standards for NJ](#)

Novice Teacher Expectations By Year		
Year 1	Year 2	Years 3 and 4
<ul style="list-style-type: none"> - Attend New Teacher Orientation - District Mentoring Meetings Required - CEAS and CE candidates will be assigned a formal mentor to meet with weekly - Additional Observations (formal and informal) by administration and mentor 	<ul style="list-style-type: none"> - Specific District Mentor Meetings required (on schedule) - Additional Observations (formal and informal) by administration - Additional goals embedded within the PDP plan, as discussed with a summative evaluator. - "Go to" mentors for various needs 	<ul style="list-style-type: none"> - May be asked to attend some District Mentoring Meetings based on needs - Additional Observations (formal and informal) by administration - If needed, additional goals embedded within the PDP plan, as discussed with the summative evaluator. - "Go to" mentors for various needs

Tiered Mentoring Program

Each staff member comes to our district with different experiences. With that in mind, we want to make each staff member feel welcomed and find the support meaningful for their needs. Below is a tiered system of support for all of our new staff members:

Teachers with a CE or CEAS Certification	Teachers with Standard Certification
<p>Mentors act as thought partners and skill developers for new teachers.</p> <ul style="list-style-type: none"> ● Will receive a 1:1 mentor to meet with weekly for 30 weeks throughout the school year. ● CE staff will also receive additional support in Year 2 through District Mentoring Meetings <p>Examples of teachers' needs include:</p> <ul style="list-style-type: none"> ● Talking through the physical layout of their classroom ● Determining the best ways to collect, grade and enter assignments ● Writing an informal script to prepare for parent conferences ● Developing critical thinking questions to gauge student learning ● Differentiating assignments for a variety of student needs and abilities ● Creating high-quality literacy centers that hold students accountable <p>Teachers' days are filled with constant decision-making. New teachers who are not accustomed to this often experience decision-making fatigue. These supports help new teachers make and manage these decisions in ways that create smoother personal and professional transitions. Mentors have the greatest impact on teachers when they act as thought partners who balance empathy and expertise.</p>	<p>Mentors act as information providers for new teachers.</p> <ul style="list-style-type: none"> ● New staff will be provided with various “go to” mentors, along with our Grade Level Academic Team Leads to be able to go to for different support. ● District mentor meetings will be available on an as needed basis to new staff. <p>Examples of teachers' needs include:</p> <ul style="list-style-type: none"> ● Logging in and using software to take attendance ● Knowing the procedure for requesting a substitute ● Using the copy machine ● Curriculum and Program Information ● Materials and resources available <p>In current practice, districts, schools and mentors most often act as information providers to meet teachers' needs who join the district with previous teaching experience.</p>

For more information, click [HERE](#) for various Mentoring Supports.

Professional Learning Components for Mentors & Novice Teachers

For all new staff members, there is a New Teacher Orientation held in the month of August. This three day professional development opportunity includes:

- Classroom Management
- Curriculum Programming
- Technology Support (email, website, Google Drive, etc)
- Human Resources Questions and Support (including benefits, payroll, etc)
- Marzano Focused Teacher Evaluation System
- HIB Training
- Special Services and Supports (including RTI and CST)

Ongoing support will be provided in monthly mentoring meetings, which will include continued training and support for the Novice teachers. The monthly topics below reflect the needs of the district, and the [NJ Professional Standards for Teachers](#).

Month	Who Should Attend?	Topic Discussions
August	All New Staff	<ul style="list-style-type: none"> • New Teacher Orientation
September	All New Staff	<ul style="list-style-type: none"> • Review topics discussed at the August New Teacher orientation • Discuss Classroom Management according to Marzano's Framework • Targets and Scales • Finding Team and Pacing Guide Documents (OnCourse and Team Drive) • Back to school night • Goal and meeting planning with your mentor • Standards Based Report Cards
October	All New Staff & Second Year Teachers	<ul style="list-style-type: none"> • Curriculum and academic discussion • Progress monitoring and formative assessments • Benchmarks • PDP • Finalizing your SGO (STAR Data) • Setting a time to observe your mentor and your mentor observing you
November	All New Staff	<ul style="list-style-type: none"> • Preparing for Parent Teacher Conferences and sharing student data with parents. • Parent communication
January	All New Staff & Second Year Teachers	<ul style="list-style-type: none"> • Targets and Scales according to the Marzano Framework Review • Behavior management • Reviewing Classroom Management Strategies with class • Mid year goal review with mentor • Plan to observe another teacher in your grade/content area
March	All New Staff & Second Year Teachers	<ul style="list-style-type: none"> • Collaboration with grade level and content area teachers • Analyzing Academic data • Mid year assessments Review • Preparing for Support Conferences
May	All New Staff	<ul style="list-style-type: none"> • State Assessments and preparing students mentally and emotionally • Preparing for end of the year benchmark assessments • Preparing for your summative evaluations • Closing out the year • Reflection and continued mentoring throughout non-tenured years

Action Plan for Implementation

Mentor Training I (Summer and September training)

- Understanding the Regulations and State Guidelines
- Roles and Responsibilities of the Mentor
- Roles and Responsibilities of the Novice Teacher
- Roles and Responsibilities of the School Leader
- District Mentoring Plan
- Demographics and Needs of the New Teacher

Mentor Training II (October and November)

- Communication and Listening Skills (journaling and dialogue)
- Confidentiality Issues
- Case Studies of New Teachers: Common Problems
- Conferencing Skills
- Observation

Mentor Training III (January, February, and March)

- A Peer Coaching Model
- Observation Models

Mentor Training IV (April and May)

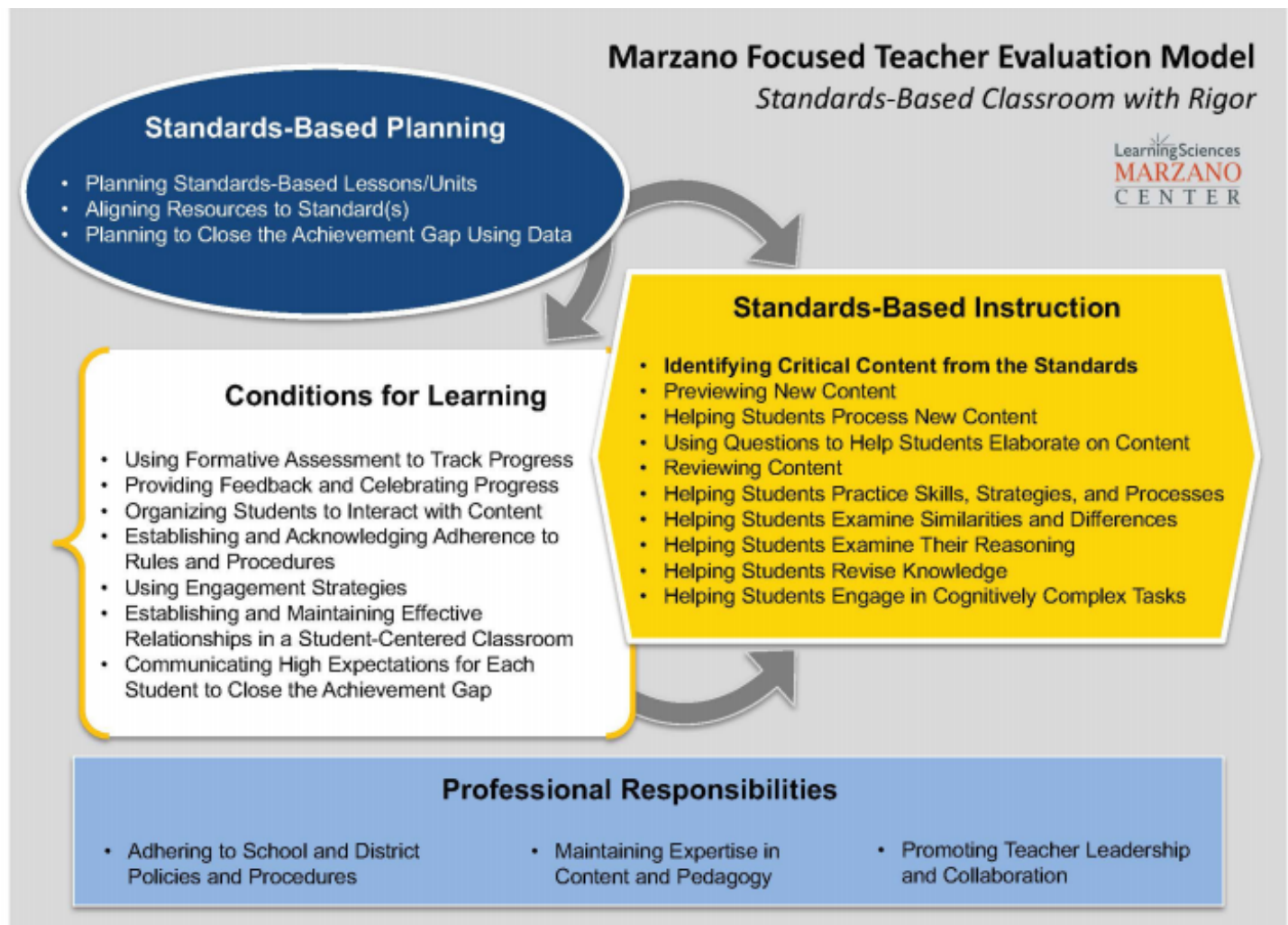
- Designing an Effective Professional Growth Plan That Enhances an Individual's Professional Growth
- Professional Development Strategies (action research, study groups, etc.)

Mentor Training for Novice and Veteran Teachers (Fall training)

- This training will incorporate the responsibility of novice teachers to keep a reflection journal as a way to build on successes and a piece communication with the veteran teacher.
 - Communication with Journals
 - Journal Activities

Program Evaluation

Using the Marzano Framework



The Purpose of Teacher Evaluation

Teacher Evaluation systems are designed to allow administrators to discriminate between levels of teacher performance fairly and objectively. In our view, teacher evaluation models must also provide a methodology to support teacher growth as teachers make the instructional shifts necessary to support students in rigorous, standards-based classrooms. It should be noted that early evaluation models developed before the implementation of rigorous standards do not always reflect the language and outcomes aligned to standards-based instruction. Further, given the time constraints on school administrators, effective evaluation models must also prioritize ease of use and accuracy of scoring. At Learning Sciences Marzano Center, the evaluation data we have collected over half a decade of classroom observations indicates that a streamlined, scientific-behavioral model is the one most likely to meet these challenges with the greatest accuracy.

The Marzano Focused Teacher Evaluation model is a scientific-behavioral evaluation system. Based on objective metrics aligned to specific standards-based strategies, this system creates reliability for observers and simplifies the evaluation process. This behavioral approach emphasizes observable elements with specific evidence of effectiveness to determine scores and construct feedback, as opposed to constructivist approaches that determine evaluation scores based on lesson scripting and employing a much larger number of elements.

Additional Resources for Reference

State Mentoring Regulations

Courtesy of <http://www.nj.gov/education/profdev/mentor/>

Overview of 2014 New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9B-8)

Background

Effective May 5, 2014, the rules for new teacher mentoring have been amended to better align with the TEACHNJ Act of 2012, to reduce district reporting burdens, and to promote flexibility and accountability for district implementation. Each public school district is still required to implement a system of supports for new teachers. Studies of support programs for new teachers have documented their effectiveness in transitioning teachers into practice. A comprehensive district mentoring program, as described in these regulations, aims to:

- Assist first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment;
- Reduce novice teacher attrition;
- Improve the effectiveness of new teachers; and
- Enhance teacher knowledge of, and strategies related to, the New Jersey Core Curriculum Content Standards (CCCS) to facilitate student achievement and growth.

For more information, please visit <http://www.nj.gov/education/profdev/mentor/> or email teachpd@doe.state.nj.us.

Updates in Regulations

The regulations expand the scope of support which districts must provide to novice teachers (those new to the profession and serving under a provisional certificate) and experienced teachers new to a district. Individual 1-1 mentoring is still required for novice teachers. In addition, all non-tenured first-year teachers must receive individualized support developed collaboratively with the supervisor and aligned with state standards and school/district expectations for teacher effectiveness. In addition, regulations:

- Specify a comprehensive orientation to the district for all new first-year teachers;
- Specify minimum mentoring requirements during the critical first weeks of employment;
- Specify particular mentor support activities for novice teachers;
- Update the training and experience requirements for teachers serving as 1-1 mentors;
- Require a log to record all contact time between the 1-1 mentor and the novice provisional teacher (see this Optional Mentoring Log Template for an example);
- Require all mentor payments to be handled by the district's administrative office;
- Give the chief school administrator (CSA) responsibility for district mentoring plan development;
- Require the CSA to share the plan with the district board of education for review of fiscal impacts;
- Require the CSA to submit a Statement of Assurance to the Department that the district is meeting the requirements for the mentoring program; and
- Align the three required formative and summative evaluations of the novice provisional teacher with required observations through AchieveNJ.

Charts from State of NJ Mentoring Webpage



The following tables provide detailed comparisons between the amended mentoring regulations and the previous requirements.

Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
District Implementation & Accountability	Mentoring plan development	Created by Local Professional Development Committee	CSA is responsible for creating the plan and determining implementation logistics
	Mentoring plan approval	<ul style="list-style-type: none"> Initially approved by district board Submitted to executive county superintendent for final approval NJDOE notified of plan approval 	<ul style="list-style-type: none"> Must be submitted to district board for review of fiscal impacts CSA must submit Statement of Assurance to County Office Plan kept in district
	Review of plan effectiveness	Plan revised every 3 years	<ul style="list-style-type: none"> Plan must be reviewed annually Statement of Assurance must be submitted annually
	School level implementation	Not addressed	<ul style="list-style-type: none"> Plan must be shared with each School Improvement Panel (SciP) SciP oversees implementation at school level
Mentoring Supports for Non-tenured, First-Year Teachers	Experienced teacher new to district	Not addressed	<ul style="list-style-type: none"> Comprehensive orientation to district policies and procedures Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience New PDP created within 30 days of new assignment
	Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing)	30 weeks of 1-1 mentoring	<ul style="list-style-type: none"> Comprehensive orientation to district policies and procedures One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers Mentor/mentee meet at least once/week for first 4 weeks of assignment Mentor leads mentee in guided self-assessment on district's teacher practice instrument
	Novice teacher, alternate route (holding Certificate of Eligibility)	34 weeks of 1-1 mentoring with additional supports in first 4 weeks	<ul style="list-style-type: none"> Comprehensive orientation to district policies and procedures One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers Mentor/mentee meet at least once per week for the first 8 weeks of assignment Mentor leads mentee in guided self-assessment on district's teachers evaluation instrument Mentor aligns support to mentee's preparation curriculum

Updated August 2014, 2



Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
Mentor Selection, Training, & Payment	Letters of recommendation	Required	Optional
	Certification	Required; whenever possible in same subject area as novice teacher	Same as before
	Effectiveness	Demonstrated command of content and pedagogy	<ul style="list-style-type: none"> Mentor demonstrates a record of success in the classroom Beginning in 2014-15, mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation In cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument³
	Teaching experience	<ul style="list-style-type: none"> At least 3 years Currently active 	<ul style="list-style-type: none"> At least 3 years, with at least 2 completed within previous 5 Currently active
	Knowledge of district	<ul style="list-style-type: none"> Understands resources and opportunities available and is able to act as referral source Understands social and workplace norms of district and community 	Same as before
	Confidentiality	Mentor agrees to maintain	Defined in regulations
	Professional relationship	Not addressed	Mentor may not serve as mentee's direct supervisor or conduct evaluations
	Training	<ul style="list-style-type: none"> District makes provision for training Mentor agrees to complete comprehensive training program Training program curriculum unspecified 	<ul style="list-style-type: none"> Training of mentors required District makes provision for training Training program curriculum must include, at minimum, training on the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Core Content Curriculum Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice
	Payment Procedures	Not addressed	<ul style="list-style-type: none"> Mentors must keep logs of contact time with mentees Mentors submit logs to district office Payment of mentors overseen by the district administrative office Mentees may not pay mentors directly

³ Since the Office of Evaluation has only provided conversions from numerical scores to rating categories for the summative score and not for evaluation components, the district should make its own determination about how to use the teacher practice score to identify eligible mentors in these cases.

NEW JERSEY DEPARTMENT OF EDUCATION
STATEMENT OF ASSURANCE
for the requirements of the
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
and
DISTRICT MENTORING PLAN

Please complete and return this form to the County Office of Education by September 1, 20__ for the _____ school year.*

DATE _____ for SCHOOL YEAR _____

SCHOOL DISTRICT Swedesboro-Woolwich School District

COUNTY Gloucester

ADDRESS 15 Fredrick Blvd.

CITY/TOWN Woolwich Twp. ZIP 08085

CHIEF SCHOOL ADMINISTRATOR _____

PHONE _____ E-MAIL _____

For my district, this Statement of Assurance covers (select one):

- ☐ **SECTIONS 1 and 2 - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN and MENTORING PLAN**
(required for all but nonpublic schools and a very small number of charter schools)
- ☐ **SECTION 1 ONLY - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN** (option only for charter schools that exclusively hire novice teachers under the Charter School Certificate of Eligibility)
- ☐ **SECTION 2 ONLY – DISTRICT MENTORING PLAN** (option only for nonpublic schools who enroll novice teachers into the Provisional Teaching Process)

*Nonpublic email or fax Section 2 only to:

NJ Department of Education

Office of Certification and Induction

C/O PTP

Email: provisional.teacher@doe.state.nj.us

Fax: 609-984-3356

STATEMENT OF ASSURANCE
SECTION 1
DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The district-level professional development plan (PDP) has been developed in accordance with all regulations as specified in *N.J.A.C. 6A:9C-4.2*, including, but not limited to, the following:

- ☐ The school district PDP provides information on school-level and district wide professional learning opportunities, the resources being allocated toward their support, and a justification for the expenditures.
- ☐ The school district PDP includes any professional development required by statute or regulation.
- ☐ School-level professional development plans have been reviewed to inform the district PDP.
- ☐ The learning needs of students, teachers, and school leaders have been assessed based on educator evaluation data, school-level plans, and data from school- and district-level performances.
- ☐ The school district PDP supports and implements professional learning that addresses the NJ Core Curriculum Content Standards and aligns with the Standards for Professional Learning in *N.J.A.C. 6A:9C-3.3* and the Professional Standards for Teachers and the Professional Standards for School Leaders in *N.J.A.C. 6A:9-3*.
- ☐ The school district PDP is reviewed on an annual basis to assess its effectiveness and revised, as necessary, to meet the school district's learning goals for students, teachers, and school leaders.
- ☐ The school district PDP has been presented to the district board of education to review for fiscal impact.

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

Signature, Chief School Administrator

Printed Name

District Name

Date

**STATEMENT OF ASSURANCE
SECTION 2
DISTRICT MENTORING PLAN**

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

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

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

Signature, Chief School Administrator

Printed Name

District Name

Date

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

MENTORING TRANSFER TEMPLATE

Mentoring Information Related to Teacher Transfers^[1]

Documenting Mentoring Support for Teachers in the Provisional Teaching Process (PTP) Who Are Leaving the District^[2]

TEACHER TRANSFERS DURING THE MENTORING YEAR

According to the district mentoring program requirements in *N.J.A.C. 6A:9C-5*, the administrative office of each school district or nonpublic school with teachers enrolled in the PTP, pursuant to *N.J.A.C. 6A:9B-8.9*, is responsible for providing one-to-one mentoring for novice provisional teachers (teachers enrolled in the PTP) and for maintaining mentoring logs to document the mentoring that occurs and provide information for the appropriate payment of mentoring fees.

If a novice provisional teacher leaves the district's employ during the initial provisional year and begins to work in another New Jersey district, the first district will need to report the amount of mentoring that occurred, so that the teacher is able to complete the mentoring requirement in the new district or indicate to the new district that required mentoring has been completed. Also, the new district and the teacher who is transferring will have to make a determination about any mentoring fees still owed.

MENTORING DURATION REQUIREMENTS

- District boards of education must provide one-to-one mentoring support to novice provisional teachers for the first year of their employment, which is defined as a minimum of 30 weeks.
- The mentor teacher and the novice teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once per week for the first four weeks of the teaching assignment.
- The mentor teacher and the novice provisional teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.
- One-to-one mentoring that includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS must occur over the course of the academic year (a minimum of 30 weeks), or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.

MENTORING FEE REQUIREMENTS

- Candidates enrolled in the PTP are responsible for payment of mentoring fees during the first provisional year. The employing school district may pay the cost of mentoring fees, however.
- Check current information on [mentoring fees](#).
- The school district's administrative office is responsible for overseeing the payment of mentors, and payment may not be conferred directly from provisional novice teacher to mentor.

MENTORING TRANSFER TEMPLATE: Instructions for use

The form provided below is to be used either for provisional teachers leaving your district before they have completed the minimum 30-week mentoring requirement or to indicate that the 30 weeks of mentoring have been completed. It has been designed to assist the district/nonpublic school to facilitate transference of information about mentoring supports that have already been provided. **(Please note:** There is a [separate template](#) that may be used to log one-to-one mentoring events throughout the year).

HOW TO USE THE FORM

For Districts with an Outgoing Teacher Enrolled in the PTP:

- Consult mentoring payment records, confirm with the transferring teacher, and be ready to answer any inquiries from a receiving district.
- Complete the mentoring completion form and give a copy to any teacher enrolled in the PTP who is leaving your district before having completed his or her mentoring requirement or who has completed his or her mentoring requirement.
- Keep a copy of this form as specified by the document retention rules for past employees.

For Districts with an Incoming Teacher Enrolled in the PTP by a Previous District:

- Request a copy of the mentoring completion form from the teacher you are hiring. If no form is provided or information is incomplete, reach out to the prior district to obtain the necessary information.
- Provide the necessary mentoring support to allow the provisional teacher to complete the mentoring requirement in order to be eligible for a standard certificate.
- Begin mentoring logs and arrange for payment for mentoring provided in your district.
- Don't forget to register the transferring teacher into the Office of Certification and Induction's online system - the PLRMS.

If you have questions about mentoring requirements or the use of this form, please communicate them to teachpd@doe.state.nj.us or provisional.teacher@doe.state.nj.us or contact the Office of Professional Development at 609-633-8014.

MENTORING TRANSFER TEMPLATE

District/Nonpublic School: _____

Novice Provisional Teacher's Name: _____

Novice Provisional Teacher's PLMRS Tracking Number: _____

Check One: CE CEAS

School District Contact: (Name of individual who can provide information about the mentoring that occurred and the mentoring fees that were paid while the provisional teacher was employed in the district)

Name (Please print): _____ Title: _____

Phone (incl. ext.): _____ Email: _____

Novice Provisional Teacher's Mentor: _____

Date One-to-One Mentoring began: Month: _____ Year: _____

Required initial, weekly one-to-one meetings have been completed: Yes No

Required minimum of 30 weeks of mentoring have been completed Yes No

If "No" was checked indicate below how many weeks of mentoring have been completed:

Total # of weeks of mentoring completed (out of 30 minimum): _____

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

*Signature, Chief School Administrator (or designee)
or Nonpublic School Lead (or designee)*

Printed Name

Date

[1] This teacher transfer information and form may be used by nonpublic schools having teachers enrolled in the PTP.

² Access complete information about the [district mentoring program](#) and new teacher support.

**Summary of Chief School Administrator Responsibilities
for New Teacher Mentoring
N.J.A.C. 6A:9B-8.4**

Effective May 5, 2014, New Jersey mentoring requirements have been updated. The following is a summary of requirements the Chief School Administrator is responsible for within a district:

- Develop a district mentoring program in accordance with State regulations and guidance materials.
- Document the program and its implementation procedures in a district mentoring plan.
- Submit the plan to the district board of education for review of its fiscal impact.
- Sign the District Mentoring Plan Statement of Assurance, which can be found on the Office of Professional Development website: <http://www.nj.gov/education/profdev/mentor/DistrictSOA.docx>
- By July 1 of each year, submit the Statement of Assurance to the district's county office of education, where it will be logged and filed. (see <http://www.state.nj.us/education/counties/> for a list of County Offices).
- Share the district's mentoring plan with each School Improvement Panel (ScIP), which will oversee the implementation of the plan at the school level.
- Keep a copy of the district mentoring plan on file in the district.
- Review and update the district mentoring plan for each coming school year and submit the Statement of Assurance to the County Office of Education by July 1.

For More Information

Visit

www.nj.gov/education/profdev/

Email

TeachPD@doe.state.nj.us

Optional Novice Provisional Teacher Mentoring Log Template

Effective May 5, 2014, the New Jersey regulations governing district mentoring program requirements have changed. Novice provisional teachers (those teachers serving under a Certificate of Eligibility or a Certificate of Eligibility with Advanced Standing) must still be assigned an individual mentor at the beginning of the contracted teaching assignment. However, two of the regulatory changes impact the way these individual mentors track their time and receive payment for their services.

First, as specified in *N.J.A.C. 6A:9B-8(d)*, individual mentor teachers assigned to work with a novice provisional teacher are now required to log their mentoring contact time. The format of the log itself and the procedures for using it are to be developed as part of the district mentoring plan. The mentoring logs are to be sent to the district administrative office and retained there.

Secondly, as specified in *N.J.A.C. 6A:9B-8(h)*, the administrative office of each school district will now be responsible for overseeing the payment of mentors. Payment may not be conferred directly from provisional novice teacher to mentor. The mentoring logs can be used to by the district to inform the payment process.

The optional mentor log template below is provided to assist districts in fulfilling these revised regulations. Please note that while the mentoring logs are required, the use of this particular template is not. Moreover, this template is based on a monthly log submission, but each district is free to determine the frequency with which they want to receive these mentoring logs.

Optional Novice Provisional Teacher Mentoring Log Template

Instructions: Please log each session with your mentee. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: _____ Year: _____ School/District: _____

Mentor Name: _____ Mentor Signature: _____

Mentee Name: _____ Mentee Signature: _____

Total No. of Mentoring Hours This Month: _____

<u>Date</u>	<u>Time</u> From: To:	<u>Description of Activities</u>	<u>Total</u> <u>Time</u>