Professional Development Plan and Mentoring Statement of Assurance

New Jersey Department of Education

District Name: SAYREVILLE BORO   **Print**

Statement of Assurance for the District Professional Development Plan

☑ The school district PDP provides information on school-level and districtwide professional learning opportunities, the resources being allocated toward their support, and a justification for the expenditures pursuant to 6A:9C-4.1(c).

☑ The school district PDP includes any professional development required by statute or regulation pursuant to 6A:9C-4.1(a)2.

☑ School-level professional development plans have been reviewed to inform the district PDP. (N/A for APSSDs and non-public schools).

☑ 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 pursuant to 6A:9C-4.2(e).

☑ The school district PDP supports and implements professional learning that addresses the NJ Student Learning 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 pursuant to 6A:9C-4.2(b).

☑ The school district PDP has been presented to the district board of education (or equivalent group) to review for fiscal impact pursuant to 6A:9C-4.2(b)5.

☑ I affirm that this district is meeting the requirements for the district-level PDP as stated above and that it includes the district mentoring plan pursuant to N.J.A.C. 6A:9C-5.3.

| Richard Labbe | *Certifying Officer's* |

Name

| richard.labbe@sayrevillek12.net | *Certifying Officer's* |

Email

Statement of Assurance for the District Mentoring Plan

☑ The district mentoring plan has been developed in accordance with mentoring program regulations for non-tenured teachers, including novice provisional teachers who hold a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS) pursuant to N.J.A.C. 6A:9C-5.

☑ The district mentoring plan has been submitted to the district board of education for review of fiscal impact pursuant to 6A:9C-5.3(a)1.

☑ The district mentoring plan has been shared with each school improvement panel pursuant to 6A:9C-5.3(a)2.

☑ The chief school administrator or designee annually has reviewed the plan and revised it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance pursuant to N.J.A.C. 6A:9C-5.1(a)3.

Richard Labbe	*Certifying Officer's*

Name

richard.labbe@sayrevillek12.net	*Certifying Officer's*

Email

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District Name	Superintendent Name	Plan Begin/End Dates
Sayreville Public School District	Dr. Richard Labbe	7/01/2023-6/30/2024

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To continue to build capacity of all subject area teachers and paraprofessionals regarding the New Jersey Student Learning Standards and the alignment of instruction and assessments to these standards. This will include: emphasizing appropriate student engagement practices and active learning strategies, the use of formative and summative assessments at all grade levels, and the incorporation of NJSLA-like questions to obtain student level data.	• Teachers (3-11) • Principals (K-12) • Supervisors • District Instructional Coach • Paraprofessionals	**Rationale**: To support staff in remaining current on best practices, technology, and all areas of curriculum and instruction, the district continues to provide professional learning opportunities for staff including updates to the New Jersey Student Learning Standards. In addition, the district analyzes several data measures to coordinate meaningful professional learning to support student and staff growth. This goal also aligns with and supports the updated Standards for Professional Learning presented by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. **Sources of Evidence:** • State and District testing data • Standards-Based and Traditional Grade Reporting • Feedback collected at Faculty and Department Meetings • Requested professional development workshops communicated via professional development survey results • Review of lesson plans and observational data • Principal Round Table Meetings • Pre-K Coaching Feedback • ScIP Committees

2	To increase student achievement in all content areas through data analysis and interpretation of student performance data, allowing for differentiation of instruction that will promote growth for all learners.	• Teachers (PK-12) • Principals • Supervisors • District Instructional Coach • Paraprofessionals	**Rationale**: Through analysis of our district LMS and third-party data platform, all stakeholders analyze the multiple data sources listed to increase student growth, identify students in need of support, and provide equitable access to all curriculum-based resources. In connection, this data supports the administration in providing customized professional development to align with student and staff needs. This goal also aligns with and supports the updated Standards for Professional Learning presented by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. **Sources of Evidence:** • Analysis of data from Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Achieve 3000, Tools of the Mind Assessments, running records, Kindergarten Entry Assessment (KEA), NJSLA scores, WIDA Model & ACCESS scores, and additional district approved and supported programs • Professional Development workshops for staff to increase proficiency in data analysis and differentiated instruction
3	To continue to develop strategies that enhance the Social and Emotional Learning and well-being of students and staff; to build and support staff's knowledge and capacity in the area of mental health to positively influence building culture and climate.	• Faculty (PK-12) • Administrators (PK-12) • Paraprofessionals	**Rationale**: • Social-emotional skills are critical for children to become successful both socially and academically • Research supports the benefits of a well-established classroom with building a positive culture and climate • This goal also aligns with and supports the updated Standards for Professional Learning presented by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success.

			Sources of Evidence: • Review and analysis of staff observations and lesson plans • Information learned from SEL Committees • Other data measures reviewed to assess the needs for interventions including: student discipline referrals, counseling office visits, crisis intervention screenings, and RTI/PIRT referrals and intervention plans, and number of cases reported in SSDS. • Effective School Solution Reports
4	To promote equity, harmony, and cultural awareness and inclusivity among students and staff across all grade levels.	• Faculty (PK-12) • Administrators (PK-12) • Parents/Guardians • Paraprofessionals	**Rationale**: To continue to foster equity and inclusivity in all school buildings to promote a safe and nurturing environment for all students, staff, and community. This goal also aligns with and supports the updated Standards for Professional Learning presented by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. **Sources of Evidence:** • SSDS Reporting Period 2-2022-2023 • HIBSTER-number of reported HIB cases • A review of demographic trends and a significant increase in the ESL student population. • Student Advisory Council Grades 4-12 • The District Culture and Climate/Diversity, Equity, and Inclusion Committee • Placement criteria for Talented and Gifted, Honors and AP • Parent/Community Outreach
5	To promote student growth in the areas of foundational literacy skills and writing in all grade levels.	• Teachers (PK-12) • Principals • Supervisors • District Instructional Coach	**Rationale**: Through analysis of our district LMS and third-party data platform, all stakeholders analyze the multiple data sources listed to increase student growth and identify students in need of support. In connection, this data supports the administration in providing customized professional development to align with student and staff needs. This goal also aligns with and supports the updated Standards for Professional Learning presented by Learning Forward including: Rigorous Content for Each Learner,

			Transformational Processes, and Conditions for Success.
			Sources of Evidence: • Analysis of data from Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Achieve 3000, Tools of the Mind Assessments, Kindergarten Entry Assessment (KEA), NJSLA scores, WIDA Model & ACCESS scores, and additional district approved and supported programs
6	To improve student proficiency in Mathematics with a concentration on Prealgebra and Algebraic skills.	• Teachers (4-10) • Principals • Supervisors • District Instructional Coach	**Rationale**: Through analysis of our district LMS and third-party data platform, all stakeholders analyze the multiple data sources listed to increase student growth and identify students in need of support. In connection, this data supports the administration in providing customized professional development and coaching to align with student and staff needs. This goal also aligns with and supports the updated Standards for Professional Learning presented by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. **Sources of Evidence:** • Analysis of data from Benchmarks and Quarterly Assessments, NJSLA scores, and additional district approved and supported digital programs such as: ST Math and IXL • Faculty and department meeting agendas highlighting data and professional development/coaching • Targeted academic interventions through RTI services

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	• Provide in-district training through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities. • Department/grade level meetings will guide teachers in collaboration on quarterly/benchmark assessments.	• Collaborative teams by content/grade level will analyze assessment data (NJSLA scoring, Link It!, standards-based grade reporting, classroom walk-throughs/observations, and standards-aligned assessments) • Follow up discussions during faculty/grade level/department meetings • Professional Development reflection, administrative follow up, and feedback in collaboration with educational consultants to support staff growth throughout the school year
2	• Identified district staff and educational consultants will present Student Engagement, Data Driven Instruction, and Assessments modules as part of the New Teacher Induction Program. • Provide in-district training through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities. • Department/grade level meetings will provide teachers time to collaborate on data and intentionally plan together. • Staff participation in horizontal and vertical articulation	• Analysis of relevant data to include: Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Reading Records, Guided Reading, Achieve 3000, Kindergarten Entry Assessment (KEA), NJSLA scores, WIDA Model & ACCESS scores enVision, ST Math, and additional district approved and supported programs • Follow up discussions during and after faculty/grade level/department meetings • Post-conferencing discussions with faculty
3	• Exploration of SEL competencies through team meetings and Professional Learning Communities. • Provide training in Responsive Classroom techniques and strategies through Sayreville University. • Implementation of SILAS curriculum • Pyramid Model Training/Second Step-Early Childhood Curriculum for Early Learners • Provide Playworks training for all lunch supervisory staff. • Implementation of Second Step – Early Childhood Curriculum for Early Learners for preschool staff • Implementation of SEL practices at the high school	• Collaborative discussions to focus on relevant videos, articles, and books. • Provide opportunities to turnkey training to include all members of school community. • Professional development to increase proficiency in knowledge, skills, and attitudes regarding mental health • Continued implementation of Responsive Classroom and PlayWorks in all district elementary schools • Professional Development workshops focusing on Social Emotional Learning for staff

	level • Incorporation of lessons by district counselors • Build upon and enhance school level SEL committees • Build staff capacity of SEL through faculty and department meetings	
4	• Infuse professional development into faculty and department meetings. • Provide in-district trainings through a variety of channels, including Sayreville University workshops, September In-Service, and Staff Development Days • Professional development workshops focused on culturally responsive practices • Implementation of cultural programs and increased family/community involvement within the schools • Increase the amount of curriculum resources/literature promoting diversity and equity that celebrate all cultural backgrounds. • Development of building based focus groups that include staff and families	• Collaborative discussions to focus on relevant videos, articles, and books • Discuss and reflect on feedback from focus groups • Continue to provide professional learning opportunities
5	• Targeted and continuous professional development and coaching sessions for staff to increase student proficiency in data analysis, English Language Arts, and integration of writing in all content areas. • Expanded curricular enhancements such as: Age of Learning, Heggerty K-1 Phonemic Awareness and Phonics Instruction, Heggerty Bridge the Gap for ASI (grades 2-3), From Phonics to Reading Literacy Academy by Wiley Blevins (grades K-3), Progress ELA Literacy Academy by Sadlier (grades 4-5)	• Consistent and timely analysis of data to include: Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Reading Records, Guided Reading, Achieve 3000, Kindergarten Entry Assessment (KEA), NJSLA scores, WIDA Model & ACCESS scores, and additional district approved and supported programs • Follow up discussions during faculty/grade level/department meetings. • Post-conferencing discussions with faculty
6	• Analysis of data from Benchmarks and Quarterly Assessments, NJSLA scores, and additional district approved and supported programs such as: ST Math and IXL • Targeted and continuous professional development and coaching sessions for staff to increase student proficiency in grades 4-8 mathematics courses.	• Consistent and timely analysis of data to include: Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Kindergarten Entry Assessment (KEA), NJSLA scores, WIDA Model & ACCESS scores, enVision, ST Math, and additional district approved and supported programs • Follow up discussions during faculty/grade level/department meetings. • Post-conferencing discussions with faculty

3: PD Required by Statute or Regulation

State-mandated PD Activities

- Americans with Disabilities Act
- Harassment, Intimidation and Bullying
- Affirmative Action, Non-Discrimination, Equity
- Potentially Missing, Abused or Neglected Children
- Code of Student Conduct
- Suicide Prevention
- School Safety & Security/Law Enforcement Operations
- Recognition of Substance Abuse
- Bloodborne Pathogens
- Alcohol, Tobacco, and Other Drug Prevention and Intervention
- CPR/AED Training
- Educator Evaluation
- Special Education Training
- Pre-School Training
- Teacher Mentor Training
- I&RS Referral
- FERPA – Family Education Right to Privacy
- Gang Awareness
- Right To Know
- Reading Disabilities/Dyslexia
- Asthma
- Diabetes
- Allergy Management/Food Allergies
- Communicable Diseases
- Nebulizer Use
- Glucagon and Epinephrine Delegates
- Career and Technical Education
- Lyme Disease
- Reporting of Violence, Vandalism, Alcohol, and Drug Abuse
- Interscholastic Athletic Head Injury Safety
- Bilingual Education
- Integrated Pest Management
- NJ SMART

4: Resources and Justification

Resources
Professional development budget, Title IIA Funding, ARP/ESSER II Funding
Justification
Priority areas related to the supervision of instruction have been identified through data analysis to ensure consistent and successful implementation of the NJSLS and Achieve NJ. High quality professional learning experiences are necessary to support these initiatives and to improve educators' practice. Emphasis will be placed on the implementation of PLCs, supporting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, school, and district levels. The need to support the School Improvement Panel, Strategic Plan, and school/district goals is essential in the pursuit of student achievement.

Signature: _____   _____

                  Superintendent Signature   Date

Sayreville Public Schools
Middlesex County

District Mentor Plan
2023-2024

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, Objectives & Revised Standards for Professional Learning	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

District Mentor Plan 2023-2024

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: 298 Ernston Road _____

        Parlin, NJ   08859_____

Chief School Administrator: Dr. Richard Labbe _____

Mentoring Program Contact: Bridgette Burtt, Director of Special Projects _____

Mentoring Program Contact Phone: 732-525-5200_Ext. 8123____ _____

Mentoring Program Contact E-mail: Bridgette.burtt @sayrevillek12.net _____

Type of District: PK-12_____

Number of novice teachers/certificated staff with a Certificate of Eligibility: ____9_____

Number of novice teachers/certificated staff w/ a Certificate of Eligibility w/ Advanced Standing ___14___

Number of Mentors: ____45_____

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

PK-5 _25___   6-8 __7__   9-12 __9___   Special Education   ___7__

District Mentor Plan 2023-2024

Name of District: SAYREVILLE   Code: 4660   County: MIDDLESEX   Code: 23

Names of Professional Staff Members & Administrators Reviewing Plan:

Name	Signature	Position
Dr. Richard Labbe		Superintendent of Schools
Dr. Edward Aguiles		Director of Human Resources
Bridgette Burtt		Director of Special Projects
Scott Nurnberger		Principal
Allison Francis		Supervisor of Elementary Education
Alexandra DeCicco		Supervisor of Special Education
Christopher Howard		Supervisor of Professional Development and Social Studies
Lizbeth Victorero-Mongone		Teacher, SWMHS
Angela DiPaolo		Teacher, SWMHS
Rosemarie Griggs		District Instructional Coach
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

Date of BOE Approval: August 29, 2023

Bridgette Burtt, Director of Special Projects   _____

Name and Position   Signature

Contact Person: Bridgette Burtt, Director of Special Projects

Phone: 732-525-5200 x8123   Fax: 732-727-5621   Email: Bridgette.burtt@sayrevillek12.net

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 (PK-5), middle school (6-8), and secondary (9-12).

The mentoring program, to date, has been successful. Between 2019 and present, three hundred and seventeen new certificated staff members have started working in the Sayreville School District; 76.7% of those certificated staff members remain in district for the 2023-2024 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.

The objectives of the District Mentoring Plan are to:
- provide a system to effectively assimilate new teachers to the culture of the community and school environment.
- provide opportunities for novice teachers to observe master teachers in the classroom setting.
- encourage and provide opportunities for the mentor teacher to observe the novice teacher in the classroom setting.
- 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.
- support the novice teachers with sustained professional development and guidance that will enhance teaching performance and student achievement.
- foster collaboration and leadership among teachers.
- model and encourage ongoing self-assessment and reflection.
- retain quality teachers by supporting them throughout their first year in the profession.

VISION:

The Sayreville Public Schools Mentoring Program is a continuous process where the professional and personal 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 teaching and learning. In addition, the district will align and fulfill the objectives outlined by the revised New Jersey Professional Standards 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.

OBJECTIVES:

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

The objectives 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.

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.

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.

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4. To empower qualified knowledgeable teachers to articulate and utilize their experiences 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.

5. To retain effective novice 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.

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.

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.

     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.

The above objectives are aligned to the revised Standards for Professional Learning presented by Learning Forward. These eleven standards describe the conditions, content, and processes for professional learning that promote high-quality leading, teaching, and learning for students and educators. The framework includes 3 categories:

1. Rigorous Content for Each Learner
Professional learning results in equitable and excellent outcomes for all students when educators ...
- Equity Practices: ... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.
- Curriculum, Instruction, and Assessment…prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.
- *Professional Expertise…... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.*

2. Transformational Processes
   Professional learning results in equitable and excellent outcomes for all students when educators …
   - Equity Drivers…..... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.
   - Evidence…..... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.
   - Learning Designs…..... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.
   - Implementation…..... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

3. Conditions for Success
   Professional learning results in equitable and excellent outcomes for all students when educators …
   - Equity Foundations…..... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.
   - Culture of Collaborative Inquiry…. engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.
   - Leadership…..... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.
   - Resources…..... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Guidelines for Mentor Selection:

The district selects mentor candidates who are professionals that are willing and able to help others gain similar knowledge and skills which is a critical element of the mentor plan's success. Mentors selected demonstrate strong interpersonal skills and an understanding of working with adult learners,

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 area 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.

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 provide weekly, in-person contact time to the mentee for a minimum of 30 weeks.
- Will meet twice per week for novice provisional teachers holding a Certificate of Eligibility with Advanced Standing (CEAS) or a Certificate of Eligibility (CE).
  - Those holding a CEAS: 2x/week for the first 8 weeks
  - Those holding a CE: 2x/week for the first 8 weeks
- Will provide individualized support and activities based on the nontenured teacher's individual needs.
- 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.

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 combination of formal and informal learning. Presence is not enough. The mentor's knowledge of how to support new teachers is crucial.

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:
Standard for Professional Learning: SFPL

- Lesson planning and engagement
  - SFPL: Rigorous Content for Each Learner-Curriculum, Instruction and Assessment
- Assessment and assessment alignment
  - SFPL: Rigorous Content for Each Learner-Curriculum, Instruction and Assessment
- Differentiated instruction and Special Education
  - SFPL: Rigorous Content for Each Learner- Curriculum, Instruction and Assessment & Equity Practices
  - SFPL: Conditions for Success-Equity Foundations
- Instructional use of Technology
  - SFPL: Rigorous Content for Each Learner-Curriculum, Instruction and Assessment
  - Conditions for Success-Resources
- Behavioral management
  - SFPL: Rigorous Content for Each Learner-Equity Practices
- Specific district programs
  - Align with the 3 categories: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success

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
- Class discussions
- Curriculum development
- Data analysis of student work
- Lesson study
- Study groups (Easton, 2004)
- Classroom management/engagement

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

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
September	Starting the Year Off: Expectation and Procedures
October	Danielson Evaluation Framework/SGO/PDP
November	Based on Building Needs
December	Classroom Management
January	Based on Building Needs
February	Based on Building Needs
March	PDP/APR/Evaluations
April	Based on Building Needs
May	Based on Building Needs
June	Closeout Procedures

- 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 will also 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.

District Mentor Plan 2023-2024

2023-2024 NTI Workshop Schedule

Year 1 Staff (Tentative)

Date	Group	Time	Topic
October 2023	PK-3	1:45-3:30pm	Classroom Management/1
October 2023	SUES/SMS	1:15-3pm	Classroom Management/1
October 2023	SWMHS	12:45-2:30pm	Classroom Management/1
December 2023	PK-3	1:45-3:30pm	Classroom Management/2
December 2023	SUES/SMS	1:15-3pm	Classroom Management/2
December 2023	SWMHS	12:45-2:30pm	Classroom Management/2
February 2024	PK-3	1:45-3:30pm	School Law/Social Media
February 2024	SUES/SMS	1:15-3pm	School Law/Social Media
February 2024	SWMHS	12:45-2:30pm	School Law/Social Media
March 2024	PK-3	1:45-3:30pm	Student Engagement
March 2024	SUES/SMS	1:15-3pm	Student Engagement
March 2024	SWMHS	12:45-2:30pm	Student Engagement
May 2024	PK-3	1:45-3:30pm	Assessment & Questioning
May 2024	SUES/SMS	1:15-3pm	Assessment & Questioning
May 2024	SWMHS	12:45-2:30pm	Assessment & Questioning

Year 2 Staff (Tentative)

October 2023	8-10:30am & 12-2:30pm	Grades 6-12	Data to Drive Instruction
October 2023	8:30-11am & 12:30-3pm	Grades P-5	Data to Drive Instruction
October 2023	1:00pm-3:00pm	PreK	Professionalism & Building School Community
December 2023	1:00pm-3:00pm	PreK	Effective Lesson Planning
January 2024	8-10:30am & 12-2:30pm	Grades 6-12	Effective Co-Teaching
January 2024	8:30-11am & 12:30-3pm	Grades P-5	Effective Co-Teaching
January 2024	1:00pm-3:00pm	PreK	Transitioning into the Integrated Classroom
March 2024	8-10:30am & 12-2:30pm	Grades 6-12	"What if…." Scenario Workshop
March 2024	8:30-11am & 12:30-3pm	Grades P-5	"What if…." Scenario Workshop
March 2024	1:00pm-3:00pm	PreK	The Role of OT in the PreK Classroom

Year 3 Staff (Tentative)

October 2023	1:00pm-3:00pm	PreK	Professionalism & Building School Community
December 2023	1:00pm-3:00pm	PreK	Effective Lesson Planning
January 2024	8-10:30am & 12-2:30pm	Grades 6-12	"What if…." Scenario Workshop
January 2024	8:30-11am & 12:30-3pm	Grades P-5	"What if…." Scenario Workshop
March 2024	8-10:30am & 12-2:30pm	Grades 6-12	Best Practices Roundtable
March 2024	8:30-11am & 12:30-3pm	Grades P-5	Best Practices Roundtable

Section 9: Resource Options Used

District New Teacher Binder
District Mentor Program Guide & Handbook
Mentoring Toolkit & Resource Guide (NJEA Professional Development & Instructional Issues)
New Jersey Mentoring for Quality Induction: A Toolkit for Program Development (NJSDOE)
Chapter 9C Regulations and Professional Learning: 2023-2024 and Beyond
https://www.nj.gov/education/profdev/
Revised New Jersey Standards for Professional Learning:
https://standards.learningforward.org/standards-for-professional-learning/

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

Websites:
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

<div style="background:black;color:white">Section 10: Funding Resources</div>

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 the district.

<div style="background:black;color:white">Section 11: Program Evaluation</div>

To provide high quality support for the mentors and mentees, the Sayreville Administration makes every effort to ensure the District Mentoring Plan is a collaborative and transparent process for all stakeholders. The Sayreville Administration and Professional Development Committee 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. School Improvement Panels will oversee the school level implementation of the District Mentoring Plan and shall support the district in communicating the Mentor Plan to all nontenured teachers and their mentors. In connection, the Central Office Administration will collaborate annually with each ScIP to review the District Mentoring Plan, consider ways to support the plan at the school level and take steps to ensure all new teachers are receiving the necessary professional support. Based on all findings and feedback, the mentoring plan will be updated annually in order to promote on-going development of quality mentors and novice teachers.