



Union County Educational Services Commission
Westfield, New Jersey

DISTRICT MENTORING PLAN 2023-2026

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UNION COUNTY EDUCATIONAL SERVICES COMMISSION
MENTORING PLAN
2023-2026

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MENTORING PLAN CHECKLIST

Required	Components of Mentoring Plan	Included
✓	Title Page	✓
✓	Table of Contents	✓
✓	Section 1: District Profile	✓
✓	Section 2: Needs Assessment	✓
✓	Section 3: Vision and Goals	✓
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✓	Section 10: Funding Resources	✓
✓	Section 11: Program Evaluation	✓

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STATEMENT OF ASSURANCE

School District Mentoring Plan Statement of Assurance

Requirement

New Jersey school districts must annually certify to the New Jersey Department of Education (NJDOE) that they are complying with the state's requirements for the school district professional development plan, including requirements for the district mentoring plan (N.J.A.C. 6A:9B-8.9; N.J.A.C. 6A: N.J.A.C. 6A: 9C-5.3).

Who must certify their compliance with the district mentoring plan regulations?

- All public school districts, including charter schools;
- Charter schools that exclusively hire novice teachers under the Charter School Certificate of Eligibility are exempted
- Approved Private Schools for Students with Disabilities (APSSDs); and
- Nonpublic schools and other state-approved schools who require New Jersey certification for their teachers.

What is the process for annually certifying compliance with these regulations?

- Certification is made in the Provisional Licensure Registration Management System (PLRMS).
- The PLRMS is an application within the New Jersey Department of Education's Homeroom Portal.
- When a school district logs into the PLRMS, a screen will appear requiring the chief school administrator (or designee) to attest to meeting the requirements for the district mentoring plan by checking off the appropriate box on the screen.
- Certification is only required once each year.
- Once the certification has been completed, the user will be free to access the PLRMS application, as necessary.

Submission deadline

- September 1 for each year
- Certification will be open after July 1 each year.

For more information

- On mentoring and induction: TeachPD
- On the provisional teacher process (PTP): Provisional Teacher Process

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MISSION STATEMENT

The mission of Union County Educational Services Commission is to build partnerships and provide innovative educational solutions that support school districts and benefit all 21st-century learners.

BELIEF STATEMENTS

We believe that all students have the right and ability to learn.

We believe that students deserve a safe, positive, nurturing, and supportive educational environment.

We believe that every student can develop skills needed to be a productive member of society.

We believe that building upon successful experiences promotes life-long learners.

We believe in offering highly-specialized learning environments.

We believe that the UCESC is always evolving to meet the ever-changing needs of students by building partnerships between home, school, and communities at the local, state, and national levels.

We believe that the UCESC exists to provide innovative solutions for the benefit of 21st-century students in an effective and efficient manner.

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SECTION 1: DISTRICT PROFILE

The district profile sheet reflects the mentoring data from the 2023-24 school year:

Name of District: Union County Educational Services Commission

District Code: 5425 **County Code:** 050

District Address: 45 Cardinal Drive; Westfield, New Jersey 07090

Chief School Administrator: Carrie Dattilo

Mentoring Program Contact: Staci Beyer

Mentoring Program Contact Phone Number: 908-233-9317 x1004

Type of District (check one): ☐ **K-5** ☐ **K-6** ☒ **K-12** ☐ **7-12**

☒ **Other (specify)** Special Education/Alternative Education District

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 3

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 2

Number of novice special education teachers with a standard license:

Identify the number of novice teachers in the following areas:

K-5: **K-6:** **K-12:** 3 **Special Education (All Grades):** 1

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SECTION II: NEEDS ASSESSMENT

The UCESC Local Professional Development Committee submitted its first mentoring plan to the Board of Directors in September, 2002. The goals of this plan include: (a) enhancing teacher knowledge of the New Jersey Core Curriculum Content Standards to facilitate student achievement; (b) identifying exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and (c) assisting novice teachers in the performance of their duties and adjustment to the challenges of teaching.

In December of 2003, the State Board of Education adopted new licensing regulations that required the LPDC to develop and implement a one-year mentoring program for all novice teachers aligned to the New Jersey Professional Standards for Teachers. To support this, the Department of Education, the National Development Council, and the Department of Education Mentoring Task Force developed a mentoring tool kit that provided the LPDC with information on mentoring plan development, the research on mentoring and induction, and the resources and tools to enhance mentoring programs.

In April 2005, the Commission's LPDC revised the 2002 Mentoring Plan to meet the revised New Jersey regulations governing mentoring (N.J.A.C. 6A:9-8). Districts were required at this point to develop an interim plan by August of 2005 that would be implemented during the 2005-2006 school year. The Commission was required to submit a mentoring plan to its Board of Directors at the end of this one-year interim period. This plan included the elements of the 2002 plan, but in greater depth with the addition of an action plan and procedures for program evaluation.

With the use of the resource toolkit, *Mentoring for Quality Induction*, published in 2005, the Commission's LPDC revised and implemented the 2006 mentoring plan aligned with the new licensing regulations. This mentoring plan provided evidence of activities that enabled the novice teacher to develop and implement lessons, develop relevant classroom management strategies, understand and utilize formative and summative assessments to guide student learning, and engage in opportunities to see effective classroom practices modeled by others. The updated UCESC Mentoring Plan was finalized in June of 2006 and included the following statutory requirements:

- The definition of a "novice teacher" was changed to ensure that any full-time or part-time teacher who did not complete one year of full-time teaching under a valid state teaching certificate was mentored. (*N.J.A.C.6A:9.2*)
- The mentoring plan addendum submitted in November 2006 included a comprehensive plan for the 20-day clinical experience that ensured intensive mentoring and support for those in the alternate route to teacher certification. The local board of education reviewed

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and approved this addendum and forwarded it to the county superintendent for approval (*N.J.A.C.6A:9-8.3 and 8.4*).

- Any language relative to the use of retired teachers and administrators for the mentoring of novice teachers was removed from the 2005 plan. (*N.J.A.C.6A:9-8.4*).

Effective January 7, 2008, amendments to the existing licensing code adopted by the State Board of Education required all districts to submit a revised three-year mentoring plan to the Office of the County Superintendent for final approval. The requirement provided the Department of Education with the assurances that participating public and nonpublic schools were effectively supporting novice teachers with a comprehensive induction and mentoring program based on the specific needs of the district.

With the assistance of a guidance document published by the Department of Education, the Commission's LPDC reviewed its 2006 mentoring plan and developed a new three-year plan for the district. The 2008-2011 UCESC mentoring plan included the following amendments to the code:

- A novice teacher must be assigned a mentor at the beginning of the contracted teaching assignment (*N.J.A.C. 6A:8-4(b)2*).
- The local mentor plan must include a structure for in-person contact between the mentor and novice teachers over a period of 30 weeks (*N.J.A.C. 6A: 9-8.4(c)3*).
- The mentoring plan must first be approved by the local board of education, with final approval from the county superintendent (*N.J.A.C. 6A: 9-8.4(c)4*).

Effective May 5, 2014, the rules for new teacher mentoring were amended to better align with the TEACHNJ Act of 2012. The regulations expanded the scope of support that districts must provide to novice teachers and experienced teachers new to the district. The State Board of Education also adopted revised Professional Teaching Standards aligned to the 2011 InTASC Model Core Teaching Standards.

As such, the mentoring plan for Union County Educational Services Commission was revised in June, 2014 to reflect the following regulations:

- A comprehensive orientation to the district is provided to new first-year teachers;
- The mentoring plan specifies the minimum mentoring requirements during the critical first weeks of employment;
- Specific mentor support activities for novice teachers are outlined in the plan;
- Training and experience requirements for teachers serving as 1-1 mentors is updated to reflect the requirements of the TEACHNJ Act of 2012;

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- All contact time between the 1-1 mentor and the novice provisional teacher must be logged and submitted to the Office of Personnel;
- All mentor payments must be handled by the district's administrative office;
- The Superintendent has full responsibility for mentoring plan development;
- The Superintendent is required to share the mentoring plan with the UCESC Board of Education for review of fiscal impacts;
- The Superintendent must submit a Statement of Assurance to the Department of Education that the district is meeting the requirements for the mentoring program; and
- The three required formative and summative evaluations of the novice teacher must be aligned with required observations through AchieveNJ.

On August 1, 2014, the New Jersey Department of Education released guidance documents to support the amended rules for new teacher mentoring. Additionally, on November 4, 2015, the New Jersey Department of Education adopted updates to a range of teacher preparation and certification requirements. To reflect these changes, UCESC adopted the following on August 31, 2017:

- Changes to the pathway to standard certification for novice teachers holding a Certificate of Eligibility;
- Changes to the pathway to standard certification for novice teachers holding a Certificate of Eligibility with Advanced Standing;
- The teaching period before novice teachers are eligible for applying for a standard certificate changed from one year to a minimum of two years;
- Candidates hired for the first time under provisional certificates in or after the 2015- 2016 school year must be evaluated only according to AchieveNJ requirements and should not receive any separate PTP evaluations;
- Provisional teachers must meet evaluation requirements pursuant to N.J.A.C. 6A:9A-8.6 of obtaining two effective or highly effective final ratings, one per year, within three consecutive years of teaching;
- The evaluation must adhere to the criteria of Achieve NJ, the statewide evaluation system that schools use to evaluate certificated staff;
- The School Improvement Panel (ScIP) is responsible for overseeing the mentoring of new teachers at the building level and supporting implementation of the district's mentoring plan; and,
- The New Jersey Department of Education released a Mentoring Transfer Template for provisional teachers who leave the district's employ during the initial provisional year and begin to work in another New Jersey district.

The Office of the Superintendent will continue monitoring any amendments to mentoring regulations and revise the district mentoring plan to ensure ongoing compliance.

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SECTION III: VISION AND GOALS

Rationale:

This District Mentoring for Quality Induction Program was developed in accordance with the mentoring program regulations and best practices established for non-tenured teachers completing their first year of employment as specified in the following:

- New Jersey Administrative Code 6A:9-8.4
- The TEACHNJ Act of 2012
- New Jersey Professional Standards for Teachers

Vision:

Union County Educational Services Commission recognizes that teacher effectiveness has a profound impact on student achievement. We strongly believe that lessons learned during the first years in the classroom shape the future performance of novice teachers. The Commission envisions a comprehensive mentoring program that provides individualized support, collegial conversations, professional learning opportunities, supervision, evaluation, and feedback needed for novice teachers to meet success.

Goals:

A. Assist first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment.

- Novice teachers will participate in a two-day Staff Orientation program. Novice teachers will attend training on AchieveNJ and The Danielson Framework for Teaching and collaborate with administrators throughout the evaluation process to incorporate the components of effective instruction into daily practice. Once assigned a mentor, they will complete a Mentoring Needs Assessment designed to inform their work with their mentor. Novice teachers will attend the monthly Teacher Induction Series sponsored by the district. Each quarter, the mentor will attend the workshop with the novice teacher. These workshops will center around the New Jersey Professional Standards for Teachers.

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B. Promote novice teacher retention.

- All non-tenured first-year teachers will receive individualized support developed collaboratively with the supervisor and aligned with state standards and school/district expectations for teacher effectiveness. ScIP Committees at the novice teacher's school will be charged with orienting the novice teacher to the culture of the school and providing guidance and assistance during the critical first weeks of the school year. District administration will constantly monitor the Program Evaluation Forms and teacher attrition rates in order to modify the program to meet the needs of novice teachers.

C. Improve the effectiveness of new teachers.

- Novice teachers will participate in Professional Development activities throughout the year, meet with assigned mentors on a consistent basis, engage in continuous self-reflection, and collaborate with administrators to ensure that lesson plans, instructional activities, and assessment practices reflect the expectations of the NJSLS and the statutory requirements of the TEACHNJ Act of 2012.

D. Enhance teacher knowledge of, and strategies related to, the New Jersey Student Learning Standards to facilitate student achievement and growth.

- Novice teachers will meet regularly with department and/or grade-level teams to review curricular materials and instructional strategies. Mentors and administrators will work with novice teachers to orient them to the NJSLS and instructional strategies.

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SECTION IV: MENTOR SELECTION

Qualities of an Effective Mentor

Union County Educational Services Commission expects all mentor applicants to support the professional growth of novice teachers by demonstrating the following:

- 1) Commitment to the role of mentoring,
- 2) Acceptance of the novice teacher,
- 3) Skill in providing instructional support,
- 4) Effectiveness in different interpersonal contexts,
- 5) Model of being of a continuous learner, and
- 6) Ability to communicate hope and optimism

Criteria for Selection of Mentor Teachers

- The 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 is experienced and certified in the subject area, where the novice teacher is employed, to the greatest extent possible.
- The mentor teacher does not serve as their novice teacher's direct supervisor nor conduct evaluations of teachers.
- The mentor teacher demonstrates a record of success in the classroom, according to stipulations in N.J.A.C.6A:9-8.4(e)4 regarding summary conference ratings.
- The mentor teacher completes the required application form and submits the recommendation form with three signatures from colleagues familiar with their performance to their ScIP, who makes a recommendation to the Personnel Office.
- The mentor teacher is committed to the goals of the local mentoring plan and agrees to maintain the confidential nature of the mentor/novice teacher relationship.
- The mentor teacher is knowledgeable about the social and workplace norms of the Commission and its member districts.
- The mentor teacher is knowledgeable about the resources and opportunities in the Commission and able to act as a referral source to the novice teacher.
- The mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the district's teaching evaluation rubric, N.J. Professional Standards for Teachers, New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.

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Mentor Application Process

1. Vacancies for mentoring positions within the Commission will be posted by the Personnel Office on an as-needed basis.
2. All eligible teachers interested in applying for a mentor position will obtain an application and reference form from the novice teacher's School Improvement Panel (ScIP).
3. The Building Principal will forward a list of prospective mentors along with completed applications/references to the Personnel Office.
4. The Assistant Superintendent will consult with the ScIP to select the most appropriate candidate in accordance with the criteria outlined within the district mentoring plan and submit a final recommendation for the position to the Office of the Superintendent for approval by the Board of Education.
5. The mentor teacher will be notified upon board approval of the position and will attend required training prior to the commencement of the mentoring relationship.
6. The Building Principal and ScIP will oversee the ongoing implementation of the mentoring plan in consultation with the Assistant Superintendent and Director of Curriculum and Instruction.

No-Fault Exit Process

Union County Educational Services Commission recognizes the importance of the trusting and supportive relationships that develop between mentor and novice teachers. Administrators make every effort to assign mentors based on perceived compatibility with novice teachers. However, it is readily acknowledged that a variety of circumstances and/or factors can impact negatively upon the productivity of the mentoring relationship.

In the event that the mentoring relationship does not provide significant satisfaction to either the mentor or the novice teacher, the following procedures were developed to ensure an amicable dissolution of the relationship without implied fault or blame of either party:

1. The mentor teacher and novice teacher maintain equal rights and responsibilities regarding the continuation and/or dissolution of the mentoring relationship.
2. Either participant may choose to notify the other of their desire to discontinue the mentoring relationship or consult with the principal, director, and/or a member of the School Improvement Panel to seek support in concluding the relationship.
3. If the mentor believes that the novice teacher is experiencing significant difficulty adjusting to the teaching assignment and requires assistance beyond that provided in the

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relationship, the mentor teacher is encouraged to provide this feedback to the novice teacher in consultation with the principal and/or director.

4. The principal/director will meet with the mentor and novice teacher to identify the factors contributing to the request and arrive at a consensus regarding the most appropriate course of action regarding the mentoring relationship.
5. In the event of a recommended dissolution of the mentoring relationship, the principal/director is required to submit a “No Fault Exit Form” signed by both the mentor and novice teacher to the Assistant Superintendent.
6. The principal/director will advise the mentor and novice teacher that no implied blame or fault is attached to either party in the conclusion of the relationship.
7. A new mentor will be assigned to the novice teacher in an expedient manner according to the provisions set forth in the UCESC mentoring plan.

Mentoring Information Related to Teacher Transfers

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.

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SECTION V: ROLES AND RESPONSIBILITIES OF MENTORS

Mentor teachers are expected to complete the following representative activities to ensure that novice teachers receive the guidance, information, and support needed to ensure a successful adjustment during their first year of teaching:

- Participate in an ongoing and sustained program of mentor training.
- Serve as a role model of professionalism and teacher leadership.
- Establish a mutually trusting, non-judgmental, and emotionally supportive relationship with the novice teacher.
- Devote time before school, after school, or during preparatory time within the school day to meet with the novice teacher.
- Schedule a minimum of one meeting per week throughout the assignment to discuss the needs, experiences, and questions of the novice teacher.
- Engage the novice teacher in the suggested activities and provide support in the areas outlined within the New Jersey Mentoring for Quality Induction Toolkit.
- Remain accessible to the novice teacher to provide informal support, consultation, and orientation regarding school/district policies, procedures, and expectations.
- Assist the novice teacher with the planning and implementing of all instructional practices aligned to the New Jersey Professional Standards for Teachers and New Jersey Student Learning Standards.
- Support the novice teacher in implementing all requirements set forth in AchieveNJ and the local teacher evaluation plan (i.e., Student Growth Objectives, Danielson Framework for Teaching, Observations, and Summary Conferences).
- Visit the novice teacher's classroom for the purpose of non-evaluative observation and to provide feedback, coaching, and modeling of effective instruction practices.
- Maintain a log of the dates and times of all contact with the novice teacher using the required form. The signed log must be submitted to the building principal before payment of the mentoring fee is authorized.
- Encourage the novice teacher to actively participate in meetings, committees, professional learning communities, professional development opportunities, and to gain the collegial support of experienced colleagues.
- Contribute to the ongoing evaluation of the UCESC Mentoring Plan by completing a reflection survey and sharing insights with the Principal, School Improvement Panel, Assistant Superintendent and Director of Curriculum and Instruction.

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The following topics listed in the New Jersey Mentoring for Quality Instruction Toolkit should be used to guide collegial discussions between mentor and novice teachers:

Orientation to School Procedures

- Suggestions for the first day and week with students
- Attendance procedures, gradebook, and lesson plans
- Examples of room arrangements and bulletin boards
- Reading groups and other small-group practices and suggestions
- Office referral forms for nurse, discipline, parent pick-up, etc.
- Suggestions for classroom management
- Communicating with parents/caregivers
- Setting up the classroom
- Procedures for handing out textbooks and other materials
- Special Education policies and procedures
- Faculty and student handbooks
- Health-alert list
- Back to School Night
- Parent conferences and communication logs
- Emergency exits and emergency management procedures
- Field trip guidelines and procedures
- Student records and confidentiality
- Grading, interim, and report card procedures and dates
- Using new or unapproved curricular materials and controversial topics
- AchieveNJ Evaluation Resources

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Discussion Topics - Sample

	Statewide Assessment
New Jersey Student Learning Standards	Alternative Assessment
Lesson plans	Teaching styles
Substitute plans	Grading procedures
Large-group instruction	Record keeping
Small-group instruction	Special events
One-to-one instruction	Homework
Cooperative Learning	Classroom safety
Multiple intelligences/Learning styles	Confidentiality
Differentiated instruction	Field trip planning/procedures
Classroom behavior management	Educational Technology
Formative/Summative assessment	Email & Voicemail
Instructional units/curriculum planning	Report cards and progress reports
Creating instructional materials	Testing procedures
Crisis response and emergency plans	Time management
Rapport with faculty and staff	Professional Development
Cultural/ethnic awareness	Student referral procedures
Expectations of student achievement	Roles of support staff
Time management	Paraprofessionals
Content instruction	Year End responsibilities

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Mentoring Calendar - Sample

AUGUST / SEPTEMBER

- ___ Welcome the novice teacher with a phone call prior to school.
- ___ Give the novice teacher a tour of the building and introduce staff members.
- ___ Review the staff manual together.
- ___ Discuss the policies and social traditions of the school/district.
- ___ Show the novice teacher how to get the necessary materials and books.
- ___ Review emergency procedures for the building.
- ___ Share building schedules.
- ___ Be accessible the first day and week.
- ___ Help the novice teacher set goals for the first week.
- ___ Discuss basic discipline policies for the school.
- ___ Review lesson plan procedures.
- ___ Help the novice teacher understand the phone and technology procedures.
- ___ Explain school/district forms.
- ___ Review grading/assessment procedures.
- ___ Discuss portfolio and journal expectations for the mentoring program.
- ___ Review evaluation and observation procedures.
- ___ Establish a regular routine for meetings with your novice teacher.
- ___ Write a brief note of support – share your own “starting out” stories.
- ___ Get the novice teacher ready for Back-to-School events.
- ___ Let the novice teacher know of upcoming professional learning opportunities.
- ___ Review holiday/birthday procedures.
- ___ Visit informally as the novice teaches a lesson.
- ___ Share professional development procedures.
- ___ Discuss how to call out sick and set up for a substitute.
- ___ Encourage parental communication.
- ___ Discuss special needs students.
- ___ Review faculty meeting procedures.
- ___ Assist the novice teacher in creating a Professional Development Plan.
- ___ Assist the novice teacher in developing Student Growth Objectives.

OCTOBER / NOVEMBER

- ___ Assist novice teacher in preparation for formal observations.
- ___ Review field trip procedures.
- ___ Review and discuss classroom and time management.
- ___ Explain how to make referrals (I&RS committee).
- ___ Set up a time for the novice teacher to visit your classroom.
- ___ Accentuate the positive and encourage reflection.
- ___ Save student work for conferences.
- ___ Discuss conferencing procedures.

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- ___ Review progress reports.
- ___ Look at report card procedures.
- ___ Continue to look at effective classroom practices.
- ___ Share bulletin board and project ideas.
- ___ Be there on the good days and the bad.
- ___ Encourage attendance at the NJEA convention.

DECEMBER / JANUARY

- ___ Assist novice teacher in preparation for formal observations.
- ___ Discuss sensitivity to holidays.
- ___ Make sure the novice teacher is aware of any staff social get-togethers.
- ___ Review the fall's highlights – successes and challenges.
- ___ Share bad weather and school closing procedures.
- ___ Go to a professional learning activity together.
- ___ Share ideas for lesson plans immediately preceding a holiday.
- ___ Look at mapping out the semester and discuss pacing.
- ___ Be encouraging.
- ___ Prepare for the next report card.

FEBRUARY / MARCH

- ___ Review any standardized testing procedures.
- ___ Examine standardized available test specs.
- ___ Review grade or department expectations for students.
- ___ Review additional observation and evaluation procedures.
- ___ Encourage your novice teacher to make special plans to celebrate spring break.
- ___ Discuss special classroom techniques (cooperative and flex groups).
- ___ Discuss reinforcing behavioral rules right before spring break.
- ___ Assist novice teacher in preparing year end summary conference.

APRIL / MAY / JUNE

- ___ Explain rehiring practices and contracts.
- ___ Discuss how to design a Professional Improvement Plan.
- ___ Review end-of-the-year procedures.
- ___ Take time to celebrate the year.
- ___ Offer tips for packing up the classroom.
- ___ Consider ideas for the last weeks of school that engage students in meaningful activities.
- ___ Review cumulative folder procedures.
- ___ Share end-of-the-year celebrations with students.

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SECTION VI: PROFESSIONAL LEARNING COMPONENTS FOR MENTOR TEACHERS

Union County Educational Services Commission recognizes that a key element in implementing a successful mentoring program is the provision of training and support for mentor teachers. Prior to beginning an assignment, mentor teachers are required to participate in training conducted by the Director of Curriculum and Instruction.

The content of the mentor training will vary based on the experiences, strengths, and needs of the mentor teacher and will complement the wide range of professional development opportunities provided to teachers within the district. These topics include:

- Expectations of the UCESC Mentoring Plan
- Roles and Responsibilities of a Mentor
- Challenges of Mentoring Novice Teachers
- Facilitating Adult Learning and Leading Reflective Conversations
- Effective Communication, Listening and Relationship-Building Skills
- Classroom Visitations and Collegial Coaching
- State Requirements and District Goals
- Charlotte Danielson Teacher Evaluation Rubric
- The New Jersey Mentoring for Quality Induction Toolkit
- New Jersey Student Learning Standards

Mentor training will also align with the following fundamental understandings included in the New Jersey Professional Standards for Teachers (2014):

1. Teaching and learning are dynamic processes. Instruction is rooted in integrated and reciprocal classroom practice, and educator effectiveness is closely tied to student learning.
2. Expertise in teaching develops over time. While the previous standards were geared more toward beginning teachers, these standards are rooted in professional practice across the continuum of teacher development.
3. 21st-century skills are fundamental. Teachers must foster students' curiosity, creativity, innovation, problem solving, global literacy, communication, and interpersonal skills. Students need to understand technology and ethics and be able to synthesize information across disciplines.

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4. The focus must move from teachers' teaching to learners' learning. Teachers must acquire and apply the knowledge and skills to customize and personalize learning for learners with a range of individual differences.
5. Assessment literacy is an essential skill. Teachers need to have greater knowledge and skills around how to develop a range of assessments and how to use assessment data to improve instruction and support learner success.
6. A collaborative professional culture improves teaching effectiveness. We can no longer treat teaching as an isolated activity. When teachers collectively engage in participatory decision making, designing lessons, using data, and examining student work, they can deliver more rigorous and relevant instruction.

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**SECTION VII: PROFESSIONAL LEARNING COMPONENTS FOR
NOVICE TEACHERS**

The Union County Educational Services Commission Mentoring Program aims to expose novice professional teachers to the performances, knowledge, and dispositions necessary to be successful in supporting the academic achievement and interpersonal success of all students served by the district.

New Jersey Professional Learning Standards for Teachers

Mentor teachers are required to meet with novice teachers on a continuous basis to explain, model, and reinforce effective instructional and assessment strategies aligned to the New Jersey Professional Standards for Teaching.

Effective May, 2014, the NJ Department of Education updated the professional standards to align with the 2011 InTASC Model Core Teaching Standards as follows:

Domain 1: The Learner and Learning

Standard 1: Learning Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Domain 2: Content

Standard 4: Content Knowledge

Standard 5: Application of Content

Domain 3: Instructional Practice

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

Domain 4: Professional Responsibility

Standard 9: Professional Learning

Standard 10: Leadership and Collaboration

Standard 11: Ethical Practice

The complete text of the 2014 NJ Professional Standards for Teachers can be found in Appendix C of the UCESC Mentoring Plan and on the UCESC website.

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Professional Learning Opportunities

All novice teachers are required to attend an intensive three-day orientation to the district in August. This training is designed for the purpose of acclimating new staff to the district and promoting collaborative relationships between administrators and instructional staff. It is repeated throughout the year as needed to address the needs of staff appointed after September. The topics covered during the UCESC New Staff Orientation Program include:

- History, mission, and demographics of the district
- Overview of the district schools, programs, and departments
- Outline of policies, procedures, and expectations for staff
- Introduction to local, state, and federal mandates

Novice teachers are also required to attend a full-day workshop focused on the teacher evaluation system implemented within the district. This workshop will take place in August or September, prior to the commencement of formal classroom observations/evaluations. Participants will gain an understanding of:

- The TEACHNJ Act of 2012
- AchieveNJ educator evaluation system
- Student Growth Objectives
- Charlotte Danielson Framework for Teaching
- Teacher evaluation policies, procedures and scoring rubrics
- Professional Development requirements.

Finally, all novice teachers will participate in the comprehensive and sustained program of Professional Development offered at Union County Educational Services Commission. These learning experiences include, but are not limited to, the following:

- District-wide half-day and full-day PD workshops
- Professional Learning Communities
- Grade-Level, Departmental and Interdisciplinary Team Meetings
- In-Service Trainings
- External Workshops and Graduate Courses
- District Sponsored Teacher Induction Series

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SECTION VIII: ACTION PLAN FOR IMPLEMENTATION

July/August/September

- Novice teacher is enrolled in Provisional Teacher Program
- Novice teacher to participate in New Staff Orientation
- Principal/Director to submit list of mentor candidates along with completed applications and reference forms to Assistant Superintendent
- Assistant Superintendent to select mentor in conjunction with the Principal/Director and refer to Superintendent for approval by Board of Education
- Mentor and novice teachers to participate in Mentor Program Training
- Mentor and novice teachers to complete Initial Needs Assessment
- Principal/Director, Mentor Teacher and Novice Teacher to sign Mentoring Contract
- Novice teacher to participate in District Evaluation Workshop
- Mentor to assist novice teacher with development of Student Growth Objectives
- Mentor and novice teachers to meet on weekly basis to discuss topics including classroom management, organization, lesson planning and Back-to-School-Night
- Mentor and novice teacher to participate in Teacher Induction Series

October/November

- Mentor and novice teachers to meet on weekly basis to discuss topics including student assessment, grading practices, report cards, and progress reports
- Mentor to assist novice teacher with preparation for first formal observation
- Principal/Director to conduct first observation and meet with novice teacher to discuss progress and recommendations
- Mentor to conduct periodic classroom visitation and provide novice teacher with non-evaluative feedback and suggestions
- Novice to participate in district Staff Development workshop
- Mentor and novice teacher to participate in Teacher Induction Series

December

- Mentor and novice teachers to meet on weekly basis to discuss topics including professional development, collegial collaboration and parent communication
- Mentor to assist novice teacher with preparation for second formal observation
- Principal/Director to conduct second observation and meet with novice teacher to discuss progress and recommendations
- Mentor and novice teacher to participate in Teacher Induction Series

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January/February

- Mentor and novice teacher to meet on weekly basis to discuss topics including report cards and progress reports, diversity awareness and cultural sensitivity
- Mentor to assist novice teacher with preparation for third formal observation
- Principal/Director to conduct third observation and meet with novice teacher to discuss progress and recommendations
- Mentor and novice teacher to participate in Teacher Induction Series

March

- Mentor and novice teacher to meet on weekly basis to discuss topics including professional development, collegial collaboration and parent communication
- Novice teacher to participate in district Staff Development workshop
- Mentor and novice teacher to participate in Teacher Induction Series

April/May

- Mentor and novice teacher to meet on weekly basis to discuss topics including final grading, report cards and progress reports
- Mentor to assist novice teacher with preparation for Annual Summary Conference
- Principal/Director to conduct Annual Summary Conference and meet with the novice teacher to discuss progress
- Mentor and novice teacher to participate in Teacher Induction Series

June

- Mentor and novice teachers to complete exit surveys and submit to Principal/Director
- Principal/Director to complete certification of mentoring and forward all necessary paperwork to the Office of Personnel
- Assistant Superintendent to review paperwork for accuracy and authorize deduction of mentoring fee from novice teachers' final paychecks

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SECTION IX: RESOURCE OPTIONS USED

The following serve as the primary resources to guide the mentoring of novice teachers:

Mentoring for Quality Induction Toolkit

New Jersey Department of Education

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

New Jersey Student Learning Standards

New Jersey Department of Education

<http://www.state.nj.us/education/cccs/>

New Jersey Professional Standards for Teachers (2014)

New Jersey Department of Education

<http://www.nj.gov/education/profdev/profstand/ProfStandardsforTeachersAlignmentwithInTASC.pdf>

Enhancing Professional Practice: A Framework for Teaching

Charlotte Danielson, 2007

The Framework for Teaching Evaluation Instrument (2013)

The Danielson Group

<http://www.danielsongroup.org/download/?download=448>

Additional Resource Options

- New Staff Orientation
- Danielson Teacher Evaluation Training
- Professional Learning Communities
- Professional development workshops
- Informal Observations/Demonstration Lessons
- Pre-Observation and Post-Observation Conferences
- School Improvement Panels (ScIP)
- Teacher Induction Series

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SECTION X: FUNDING RESOURCES

General Funding Resources

Union County Educational Services Commission is committed to supporting the quality mentoring of novice teachers. Funding for the mentoring program will vary each year due to the impact of student enrollment and other fiscal constraints. The annual budget developed for each school and program will include Professional Development funds that can be used at the discretion of the Principal and School Improvement Panel (ScIP) for:

- Reference and Training Materials
- Substitute Coverage for Approved Release Time
- Professional Development Workshops

Mentor Stipend

The UCESC Personnel Office will administer the transaction fees as follows:

Traditional Route Teachers

The mentoring fee for novice teachers hired with either a Certificate of Eligibility with Advanced Standing is \$550 for a 30-week program.

The novice teacher will complete an “Authorization for Payroll Deduction - 30 Week” and return a signed copy to the Personnel Office upon enrollment into the program.

At the end of the 30-week program, the building principal/director will submit a package to the Assistant Superintendent that contains the following:

- Certification of Mentoring - 30 Weeks
- Mentoring Log
- Exit Surveys - Novice and Mentor Teachers

Upon verification of program completion and the receipt of all required documentation, the Personnel Office will authorize the deduction of \$550 (or the prorated equivalent) from the final two paychecks of the year of the novice teacher and issue payment in the same amount to the assigned mentor teacher.

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Alternate Route Teachers

The mentoring fee for novice teachers completing the alternate route to certification with a Certificate of Eligibility is \$450 for the Four-Week initial intensive mentoring and \$550 for the remaining 30 weeks.

The novice teacher will complete an “Authorization of Payroll Deduction – Four-Weeks” and “Authorization for Payroll Deduction - 30 Week” and return a signed copy to the Personnel Office upon enrollment into the program.

At the end of the Four-Week program of intensive mentoring, the building principal/director will submit a completed “Certificate of Mentoring – Four-Weeks” and “Mentoring Log” to the Assistant Superintendent.

Upon verification of program completion and the receipt of all required documentation, the Personnel Office will authorize the deduction of \$450 (or the prorated equivalent) from the next two paychecks of the year of the novice teacher and issue payment in the same amount to the assigned mentor teacher.

At the end of the 30-week program, the building principal/director will submit a package to the Assistant Superintendent that contains the following:

- Certification of Mentoring - 30 Weeks
- Mentoring Log
- Exit Surveys - Novice and Mentor Teachers

Upon verification of program completion and the receipt of all required documentation, the Personnel Office will authorize the deduction of \$550 (or the prorated equivalent) from the final two paychecks of the year of the novice teacher and issue payment in the same amount to the assigned mentor teacher.

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SECTION XI: PROGRAM EVALUATION

The UCESC Mentoring Plan will be evaluated by the Superintendent and Assistant Superintendent on an ongoing basis using input from participants in the Provisional Teacher Program and ScIPs. The resulting information will help support program improvement, provide a mechanism of accountability, and ensure the successful adjustment and growth of novice teachers.

The “Rubric for Assessment of a District Mentoring Plan” (See Appendix D) contained in the Mentoring for Quality Induction Toolkit developed by the Department of Education will serve as the primary mechanism of evaluation. Additional data that will be reviewed include entry/exit surveys completed by novice/mentor teachers, teacher retention rates, and input obtained from principals, directors, and ScIP members.

The outcomes of the mentoring plan will also be measured on the extent to which the foundations of effective practice outlined within the Professional Standards for Teachers are implemented by the novice teacher as determined by the following evaluation process mandated in N.J.A.C.6A:9-8.6:

- An appropriately certified building principal or administrative designee authorized to supervise instructional staff shall evaluate the provisional teacher three times during the first year of mentoring.
- The evaluations will be aligned with the three required observations mandated by AchieveNJ.
- The evaluations shall be aligned with the Professional Standards for Teachers and reported on forms required by the NJ Department of Education.
- The annual summary evaluation shall be completed at the end of the first year of employment.
- Within 15 days following each evaluation, the principal or designee shall provide a copy of the evaluation to the provisional teacher. The principal or designee will also meet with the provisional teacher to collaborate regarding the evaluation results and subsequent recommendations.
- Mentor teachers shall not evaluate the performance of provisional teachers nor be compelled to offer testimony on the performance of provisional teachers. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege.

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APPENDIX A: GUIDELINES FOR NOVICE TEACHERS

Provisional Teacher Process (PTP)

The Certificate of Eligibility with Advanced Standing (CEAS) and/or the Certificate of Eligibility (CE) allows a candidate to apply for a teaching position and be enrolled in the Provisional Teacher Process (PTP). New Jersey has a three-tiered system for obtaining a standard license. CEAS/CE, Provisional and Standard. The Provisional Teacher Process requires all novice teachers to be mentored and evaluated by experienced professionals in their schools while under provisional certificates as they work toward obtaining their standard license.

Candidates must be registered into the PTP

All Certificate of Eligibility with Advanced Standing (CEAS) and/or Certificate of Eligibility (CE) teachers whom a school employs must be registered in the PTP. The New Jersey Department of Education's (NJDOE's) Office of Certification and Induction has created an online application to expedite the provisional registration process for teachers. The application is called the Provisional Licensure Registration Management System (PLRMS), found on the NJDOE's Homeroom page. This system will be used for all provisional license registrations. The Department is no longer issuing paper certification documents, and paper forms faxed to our office will be returned. All certificates held can be viewed [online](#).

Candidates with a CE must be enrolled in a CE educator preparation program (CE EPP) and verify enrollment in a CE EPP to the hiring school. The hiring school must enter this information into PLRMS.

Effective for the academic year 2017-2018 CE, candidates must complete a minimum of 50 hours of pre-professional experience at a CE EPP before employment. A verification of the completion of the 50 hours must be presented to the hiring school in order to obtain a provisional certificate.

This 50-hour pre-professional experience requirement shall not apply to candidates with a CE who also hold a Standard or CEAS instructional teaching certificate or are exempt under reciprocity rules at N.J.A.C. 6A:9B-8.8.

Teachers who hold a standard instructional certificate and a CE in Teacher of Students with Disabilities (TOSD), Bilingual, English as a Second Language (ESL), and Pre-school through Grade 3 (P-3) must be registered in the PTP and provide verification of enrollment into a CE EPP. These candidates work under a provisional certificate while completing the required pedagogy. Since they hold a standard certificate, and have previously been mentored and evaluated, they do not need to be mentored or evaluated a second time.

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Approved 45-Hour Programs for Holders of a CE Elementary K-6

In addition, candidates with elementary K-6 or N-8 certificates of eligibility who have completed or will complete the 200-hour CE EPP by 8/31/2017 must also complete the 45 hours of study in language arts/literacy at the K-6 level and 45 hours of study in mathematics at the K-6 level at a regional training center or DOE approved college program. This requirement may also be fulfilled by one full year of teaching math or language arts at the K-6 level prior to becoming a provisional teacher or may be fulfilled by an equivalent course. In order to have past teaching experience, a letter signed by the principal/director of the school in which the experience took place must be submitted to the PTP. The letter must include dates of employment and specify the subject and grade level taught. The experience must have been completed prior to entrance into the PTP. For consideration of an equivalent course, please complete and submit to the PTP the Verification of Completion of 45 Hours of Study form with official transcript and a course description.

Approved 45 Hour Programs for Holders of an Elementary CE – Regional Training Centers

NAME	CONTACT PERSON	EMAIL	COST
Morris-Union Jointure Commission	Diane Viola Henriksen	dhenriksen@mujc.org	\$350
Rutgers University Center for Effective School Practices	Mary Ellen Morris	Rutgersmathliteracy45@gmail.com	\$325
Saint Peter's University	James Jacobson	JJacobson@saintpeters.edu	\$325
	Michelle Cassaro	MCassaro@saintpeters.edu	
Stockton University	Michael Hinman	altroute@stockton.edu	\$450
The College of New Jersey	Dr. Anthony Evangelisto	evangelisti@tcnj.edu	\$450

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Approved 45 Hour Programs for Holders of an Elementary K-5/6 CE – For-Credit Programs

NAME	CONTACT PERSON	EMAIL	NUMBER
Kean University	Melissa Tomich	tomich@kean.edu	908-737-3757
New Pathways to Teaching in New Jersey	Mercedes Vargas	newpathways@njcu.edu	201-200-2128
Seton Hall University	Rosemary Skeelee	rosemary.skeelee@shu.edu	973-761-9393

Renewal of Provisional Certificate

County office staff query the Teacher Certification Information System (TCIS) for a summary of the names and tracking numbers for those whose two-year provisional certificate will expire on July 1st and who will need a renewal. The county office will send a renewal form to the district for teachers who need renewal and require a \$70 fee when the completed application is returned to them. A slight addition to these renewal forms includes a reference to Student Growth Percentile (SGP) teachers. These are 4th-8th grade Language Arts and 4th-7th grade Math teachers who, as a part of their summative evaluation, have a measure of how much a student improves his or her NJSLA score from the previous year as compared to academic peers across the State. Provisional teachers who are eligible to receive a student growth percentile score pursuant to N.J.A.C. 6A:10-4.2(b), may extend beyond the two-year provisional period if they are awaiting an annual summative rating that may fulfill the criteria established in N.J.A.C. 6A:9B-8.6. These teachers will not be required to pay a fee for the renewal. The Provisional Renewal Form for these teachers requires the districts to check the box stating this is an SGP teacher and thus not include the otherwise required \$70.00 renewal fee.

Verification of Completion of Formal Instruction for CE Teachers

- Regional training centers provide Phase Reports for each phase of instruction to candidates, principals, and directly to the PTP.
- New Pathways to Teaching in New Jersey provides NPTJN completion forms to candidates, principals, and directly to the PTP.
- Providers of the 45-hour mathematics and language arts/literacy classes for elementary K-6 teachers send reports to candidates and principals, and to the PTP Office.

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- Candidates for the elementary K-6 certificate who are using an equivalent college/university course to satisfy the math and language arts requirements must submit a transcript showing completion of the course and a course description to the PTP office.
- Candidates for the elementary K-6 certificate who are using a year *of* teaching experience to satisfy the math and language arts requirement must submit a letter signed by the
- principal/director of the school in which the experience took place. The letter must include dates of employment and specify the subject and grade level taught must be submitted to the PTP. The experience must have been completed prior to entrance into the PTP.
- College or university-approved programs for P-3, ESL, Bilingual, and TOSD provide candidates with official transcripts **and** either an original certificate of program completion or the Verification of Program Completion Form.
- Candidates who hold a standard license and a CE in P-3, ESL, Bilingual, and TOSD must submit to the Office of Certification and Induction official transcripts **and** either an original certificate of program completion or the Verification of Program Completion Form.

Completion of the Provisional Teacher Process and Applying for the Standard License

Provisional teachers can apply online for their standard certificates if they have met all requirements of mentoring, completed formal instruction (for CE candidates), and have received two effective or highly effective final summative ratings that have been entered into PLRMS by their school. The online application, including any payment requirement, is **only valid for a six-month period**. If all requirements have not been met, the provisional teacher should not apply until they have all been completed. To apply online, the provisional teacher must go to the Teacher Certification Information System. Provisional teachers who have not previously applied online will have to register in the TCIS system.

The provisional teacher must follow all instructions on the online TCIS page and select the standard certificate area for which they are applying. The provisional teacher will be directed to complete the online oath and prompted to pay the appropriate fee if required.

(CE) Provisional teachers who complete programs for P-3, ESL, Bilingual, and TOSD must submit to the Office of Certification and Induction official transcripts **and** either an original certificate of program completion or the Verification of Program Completion Form. Those who complete the online application will receive a confirmation email containing a link to an online survey that they must complete.

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Table 1: Providers of Approved CE Programs (1 of 2)

Provider	Approved CE Program	Coursework Level
Bloomfield College	P-3 Alternate Route	Graduate, Non-Degree
Brookdale Community College	CTE Alternate Route Teacher Preparation Program Credit Option	Undergraduate, Non-Degree
Brookdale Community College	CTE Alternate Route Teacher Preparation Non-Credit Option	Hours-Based, Non-Degree
Brookdale Community College/ Continuing and Professional Studies	Alternate Route Training at Community Colleges (ART-CC)	Hours-Based, Non-Degree
Centenary University	Centenary University-CE: Alternate Route Mathematics and Science	Hours-Based, Non-Degree
Essex County Provisional Teacher Training Program	General Education (K-12) All Subject Matter with the Exception of Technical Education	Hours-Based, Non-Degree
Fairleigh Dickinson University	MAT Practicum Model: <ul style="list-style-type: none"> • Elementary Education • P-3 • English • Art • Social Studies • Math • Biology • Earth Science • Chemistry • Physics • Physical Science • Italian • French • Spanish • ESL 	Graduate, Degree
FASST: Foundation for the Advancement of a Strategic Science of Teaching	FASST: Elementary Education (K-6)	Hours-Based, Non-Degree

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Felician University	Early Childhood (P3) & Teacher of Students with Disabilities (AR)	Graduate, Non-Degree
Kean University	English as a Second Language Pre-School through 3 rd Grade	Graduate, Non-Degree

Table 2: Providers of Approved CE Programs (2 of 2)

Provider	Approved CE Program	Coursework Level
Monmouth University	400 Provisional Teacher Program	Hours-Based, Non-Degree
Monmouth University	Graduate Early Childhood Endorsement	Graduate, Non-Degree
Monmouth University	Master of Education, Provisional Teacher Track	Graduate, Degree
Montclair State University	P-3 MAR	Graduate, Non-Degree
Morris Union Jointure Commission	Alternate Route	Hours-Based, Non-Degree
New Jersey Center for Teacher and Learning	Physics Endorsement Chemistry Endorsement High School Math Endorsement Middle School Math Endorsement Middle School Science Endorsement	Hours-Based, Non-Degree
New Jersey City University	New Pathways to Teaching in New Jersey Content Area Certification New Pathways to Teaching in New Jersey Elementary	Hours-Based, Non-Degree
New Jersey City University	P-3 Specialized Alternate Route Program TESL-Alternate Route	Graduate, Non-Degree
Relay Graduate School of Education	Camden Graduate Alternate Route Certification Newark Graduate Alternate Route Certification Newark Advanced Certificate in Special Education Camden Advanced Certificate in Special Education Camden Dual Certification Newark Dual Certification	Graduate, Non-Degree

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Relay Graduate School of Education	Newark MAT Camden MAT	Graduate, Degree
Rowan University	ASPIRE to Teach at Rowan University	Hours-Based, Non-Degree
Rutgers University	Alternate Route Program	Hours-Based, Non-Degree
St. Peter's University	Elementary Education Middle School Education Secondary Education	Graduate, Non-Degree

Provider	Approved CE Program	Coursework Level
Stockton University	Elementary K-12 Subject Specific	Graduate, Non-Degree
William Paterson University	Early Childhood Education (P-3)	Graduate, Non-Degree
William Paterson University	Elementary Education (K-6 MAT) Secondary Education (K-12 MAT)	Graduate, Degree

The following providers operate approved ***Teacher of Students with Disabilities (TOSD)*** programs that may also admit CE candidates:

- Bloomfield College
- Caldwell University
- Centenary University¹
- College of Saint Elizabeth
- Drew University¹
- Fairleigh Dickinson University
- Felician University¹
- Georgian Court University
- Kean University

¹ TOSD program admits candidates who concurrently hold a CE in TOSD and a CE in a content area

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- Monmouth University
- New Jersey City University
- Ramapo College of New Jersey¹
- Relay Graduate School of Education¹
- Rider University¹
- Rowan University¹
- Rutgers GSE New Brunswick
- Rutgers University Camden¹
- Saint Peter's University
- Stockton University¹
- William Paterson University

The following providers operate approved *English as a Second Language (ESL)* programs that may also admit CE candidates:

- College of Saint Elizabeth
- Drew University
- Fairleigh Dickinson University
- Felician University
- Georgian Court University
- Kean University
- Monmouth University
- Montclair State University
- New Jersey City University
- Rider University
- Rowan University
- Fairleigh Dickinson University
- Rutgers GSE New Brunswick
- Seton Hall
- Saint Peter's University
- Stockton University
- The College of New Jersey
- William Paterson University

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The following providers operate approved **Bilingual/Bicultural Education** programs that may also admit CE candidates:

- Georgian Court University
- Kean University²
- Monmouth University
- Montclair State University
- New Jersey City University
- Rider University
- Rowan University
- Rutgers GSE New Brunswick²
- Stockton University²
- The College of New Jersey
- William Paterson University

² Bilingual/Bicultural program admits candidates who concurrently hold a CE in Bilingual/Bicultural Education and a CE in a content area

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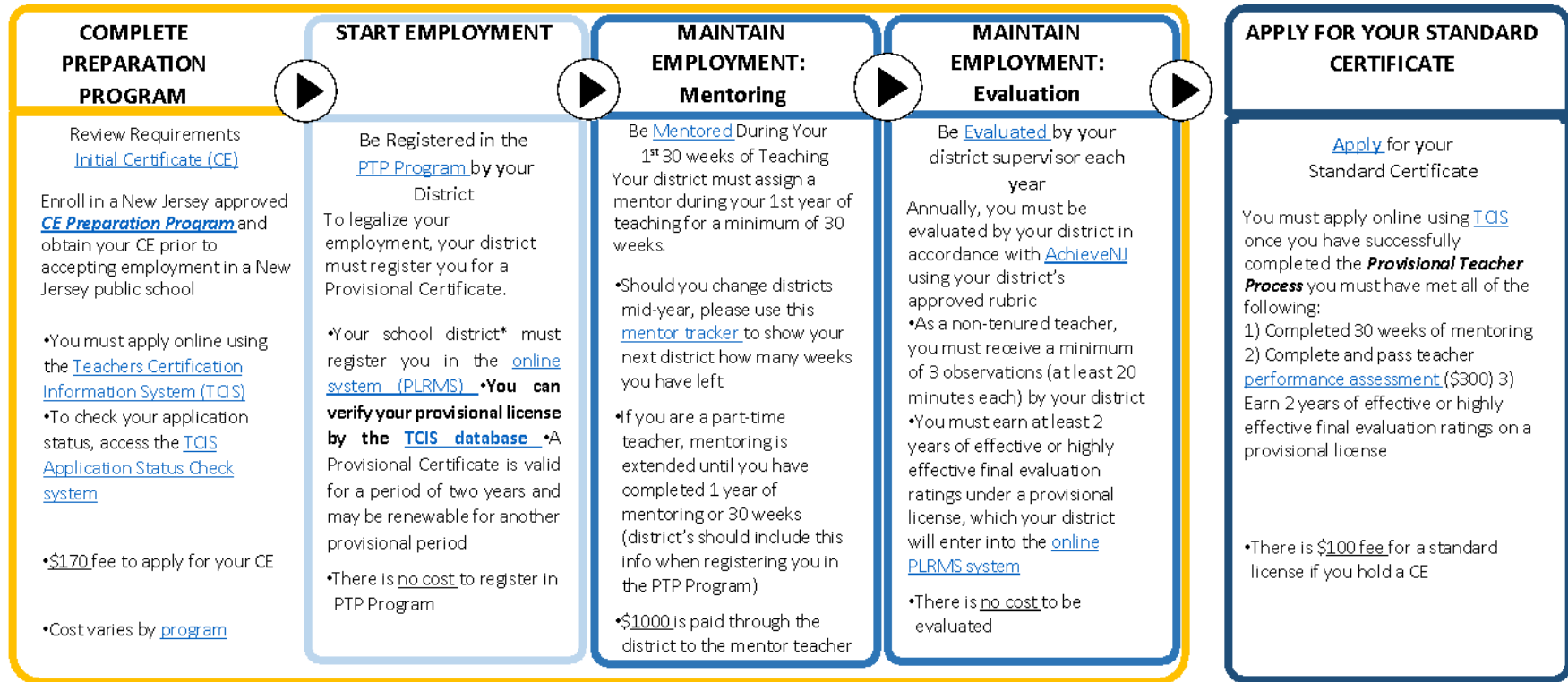
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New Alternate Route Teachers - Certificate of Eligibility (CE) How to Obtain Your Standard Teaching Certificate

A Guide to the [Provisional Teacher Process \(PTP\)](#)

There are teacher responsibilities and district responsibilities. Unless noted otherwise, the flow chart below are responsibilities of the teacher



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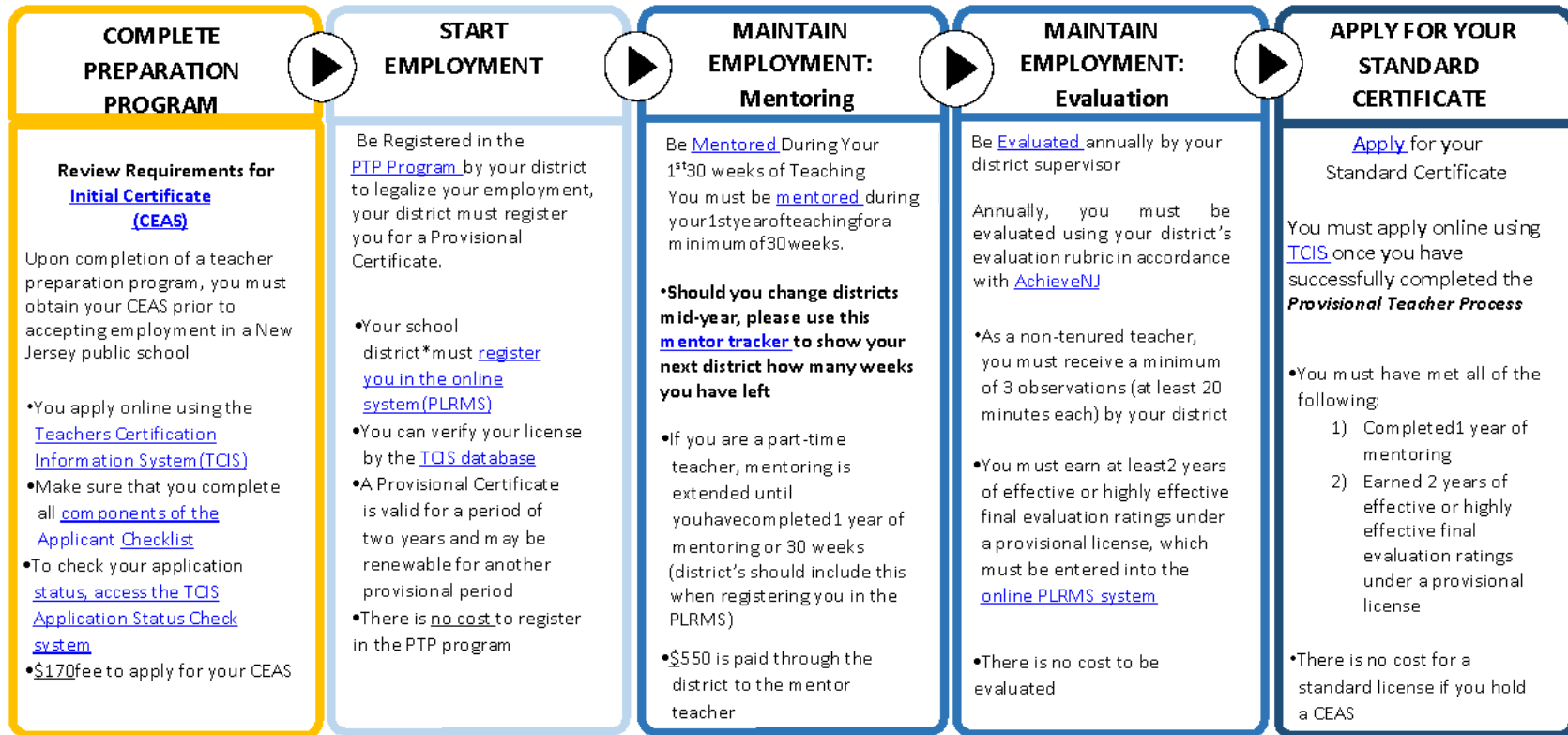
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New Traditional Route Teachers: Certificate of Eligibility with Advanced Standing (CEAS)

How to Obtain your Standard Teaching Certificate

A Guide to the [Provisional Teacher Process \(PTP\)](#)

There are teacher responsibilities and district responsibilities. Unless noted otherwise, the flow chart below are responsibilities of the teacher



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APPENDIX B: FOUR-WEEK INTENSIVE MENTORING

The Four-Week Intensive Mentoring for Alternate Route Teachers

The intent of the four-week requirement is to prepare novice alternate route teachers with the skills and knowledge to succeed in during their first year in the classroom by providing the immediate and intensive assistance of a veteran teacher. Many alternate route teachers are attracted to the professional from varied disciplines such as the sciences, mathematics, journalism, law, medicine, and skilled trades. While they come to their new positions full of enthusiasm and content knowledge, this initial period may be the first experience teaching in a classroom. UCESC recognizes that certain topics should be addressed during this initial four-week phase. This addendum fulfills that purpose.

It is essential in keeping with the intent of the requirement that newly hired alternate route teachers receive orientation and guided experiences in the following areas:

- New Jersey Student Learning Standards
- New Jersey Professional Standards for Teachers
- Danielson Framework for Teaching
- AchieveNJ Regulations and Teacher Evaluation System
- Statewide and District Assessment of student achievement
- Lesson planning, including setting goals, meeting objectives and developing assessment tools
- Classroom Management
- District policies and procedures
- School culture and collegiality

Union County Educational Services Commission will, as appropriate, incorporate summer orientation, induction, clinical and professional development experiences with classroom-based support to assist the novice teacher in the attainment of the requirements of the four-week intensive phase of the mentoring program.

One method of approaching the design of the four-week requirement is to address the pre-service experience by hours instead of days. For novice teachers with no teaching experience, the contact time between novice and mentor should total at least 90 hours.

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Sample Strategies:

- Provide experiences prior to the start of employment through summer school observations/sample teaching.
- Provide the opportunity for new teachers hired mid-year to observe the teacher he or she is replacing (whenever possible) as well as other highly effective veteran teachers prior to the start of employment.
- Provide the support of multiple mentors throughout the day.
- Use substitute teachers to relieve veteran teachers while the veteran teacher supports the novice teacher in his or her classroom.
- Extend the four-week intensive mentoring over a longer period to meet the expectations outlined within the district mentoring plan.

Sample Schedule:

● District Orientation	10 hours
● Staff Development	15 hours
● Instructional Faculty Meetings	9 hours
● PLC Meetings	30 hours
● Classroom Visitations	17 hours
● Administrator/Novice Monthly Meetings (9 months)	9 hours
	<hr/>
	90 hours

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**APPENDIX C: NEW JERSEY PROFESSIONAL STANDARDS FOR
TEACHERS**

**New Jersey Professional Standards for Teachers Alignment with InTASC
NJAC 6A:9-3.3 (effective May 5, 2014)**

Background

On April 1, 2014, the State Board of Education adopted updated Professional Standards for Teachers and School Leaders. The standards are listed below and the Department has also provided this [Overview of the Professional Teaching Standards](#). Text in **bold red type** indicates additions and changes to the 2011 InTASC Model Core Teaching Standards to adapt them to our state context. Annotations about the changes are in blue type.

Professional Standards for Teachers

6A:9-3.1 Purpose

- (a) The Professional Standards for Teachers identify the knowledge, skills, and dispositions that teachers need to practice responsibly.
- (b) The Professional Standards for School Leaders identify the knowledge, skills, and dispositions that school leaders need to practice responsibly.
- (c) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the accreditation of preparation programs, recommendation of candidates for certification, induction, educator evaluation, and the approval of professional development.
- (d) The level of mastery of the professional standards for teachers and school leaders shall be on a continuum from pre-service and novice through veteran educator.

6A:9-3.3 Professional standards for teachers

- (a) Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the [following] standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

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The Learner and Learning (Standards 1-3)

1. Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

i. Performances:

- (1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- (2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- (3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

- (1) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- (2) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- (3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- (4) The teacher understands the role **and impact** of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii Critical Dispositions

- (1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- (2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- (3) The teacher takes responsibility for promoting learners' growth and development.
- (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

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2. Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

i. Performances

- (1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- (2) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- (3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- (4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- (5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- (6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications, adaptations and specialized strategies and techniques, including the use of assistive technology. (from 2004 NJ Standard 7.6 and 7.8)

ii. Essential Knowledge

- (1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities. (2004 NJ Std 7.2)
- (2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- (3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- (4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

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- (5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- (6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii Critical Dispositions

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- (3) The teacher makes learners feel valued and helps them learn to value each other.
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

3. Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

i. Performances

- (1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- (2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- (3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- (4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- (7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- (8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

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ii. Essential Knowledge

- (1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- (2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- (3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- (4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- (5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- (6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene. (addition based on NJ legislation)

iii Critical Dispositions

- (1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- (2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- (3) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (4) The teacher seeks to foster respectful communication among all members of the learning community.

Content Knowledge (Standards 4-5)

4. Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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i. Performances

- (1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- (2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- (3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- (4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- (5) The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.
- (6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- (7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- (8) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- (9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge

- (1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- (2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- (3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- (4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- (5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- (6) The teacher understands that literacy skills and processes are applicable in all content areas and helps students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing. (2004 NJ Std 1.3)
- (7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems. (2004 NJ Std 1.4)

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iii Critical Dispositions

- (1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- (2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- (3) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- (4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
- (5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life. (from 2004 NJ Std 1.6)

5. Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances

- (1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- (2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- (3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- (4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- (5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- (6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- (8) The teacher develops and implements supports for learner literacy development across content areas.

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ii. Essential Knowledge

- (1) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- (3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- (4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- (5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- (6) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- (7) The teacher understands creative thinking processes and how to engage learners in producing original work.
- (8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii Critical Dispositions

- (1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- (2) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- (3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice (Standards 6-8)

6. Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

i. Performances

- (1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- (2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

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- (3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- (4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- (5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- (6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- (7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- (8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- (9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- (2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- (3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- (4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (6) The teacher knows when and how to evaluate and report learner progress against standards.
- (7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii Critical Dispositions

- (1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

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- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

i. Performances

- (1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- (2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- (3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- (4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- (5) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- (6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ii. Essential Knowledge

- (1) The teacher understands content and content standards and how these are organized in the curriculum.
- (2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- (3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

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- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- (5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs. (to align with NJ special education priorities)
- (6) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

iii Critical Dispositions

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- (3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Performances

- (1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- (2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- (3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- (4) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- (5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

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- (6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- (7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- (8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- (9) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge

- (1) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- (4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- (5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- (6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii Critical Dispositions

- (1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- (3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- (4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

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Professional Responsibility (Standards 9-11)

9. Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

i. Performances

- (1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- (2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- (3) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- (4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

ii. Essential Knowledge

- (1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- (2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- (3) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

iii Critical Dispositions

- (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- (2) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

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- (3) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- (4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

10. Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

i. Performances

- (1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- (2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- (3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- (4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- (5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- (6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- (7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- (8) The teacher uses and generates meaningful research on education issues and policies.
- (9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- (10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- (11) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

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ii. Essential Knowledge

- (1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- (2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- (3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- (4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii. Critical Dispositions

- (1) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- (2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- (3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- (4) The teacher takes responsibility for contributing to and advancing the profession.
- (5) The teacher embraces the challenge of continuous improvement and change.

11. Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (2004 NJ Std 11: Professional Responsibility stem text)

i. Performances

- (1) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- (2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- (3) The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
- (4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice.

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- (5) The teacher maintains professional relationships with students and colleagues.
- (6) The teacher provides access to various points of view without deliberate distortion of subject matter.
- (7) The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

ii. Essential Knowledge

- (1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- (2) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, responding to harassment, intimidation, bullying and suicide.)
- (3) The teacher understands his/her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements.
- (4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

iii. Critical Dispositions

- (1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession.
- (2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom as well as an employee vested with the public trust.
- (3) The teacher recognizes, respects and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately.
- (4) The teacher recognizes their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.

For More Information

- Visit www.nj.gov/education/profdev/.
- To share questions or comments, please email TeachPD@doe.state.nj.us.

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APPENDIX D: ASSESSMENT OF A DISTRICT MENTORING PROGRAM

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Needs Assessment Process		Developing	Established	
	<ul style="list-style-type: none"> No stakeholders involved in the needs assessment process. Process may include data analysis of training components. 	<ul style="list-style-type: none"> Some stakeholders involved in needs assessment process. Process includes analysis of training component feedback: Did teachers learn the material and can they apply it? 	<ul style="list-style-type: none"> All district stakeholders contribute to needs assessment process. Process reflects current status only. Process includes analysis of training component feedback: Does application enhance teacher effectiveness? 	<ul style="list-style-type: none"> All district and community stakeholders contribute to needs assessment process. Process reflects current and projected status. Process includes analysis of training component feedback: Does application enhance teacher effectiveness, student performance, and teacher retention?
	<ul style="list-style-type: none"> Vision includes an understanding of all the components in the regulations for mentoring. Vision is designed by the local professional development committee. 	<ul style="list-style-type: none"> Vision includes an understanding of identified mentoring components. Select group of stakeholders is involved in designing and supporting the vision. 	<ul style="list-style-type: none"> Vision includes an understanding of comprehensive mentoring and induction components. All district stakeholders are involved in designing and supporting the vision. 	<ul style="list-style-type: none"> Vision includes an understanding of comprehensive mentoring and induction components. All district and community stakeholders are involved in designing and supporting the vision. Vision is based on needs and
	<ul style="list-style-type: none"> Goals support the regulations for mentoring and are aligned with the Professional Standards for Teachers. 	<ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment and student achievement data. 	<ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment, student achievement data and teacher learning needs. 	<ul style="list-style-type: none"> Goals are aligned with the Professional Standards for Teachers. Goals are based on needs assessment, student achievement data and teacher learning needs. Goals are aligned to the district learning
	<ul style="list-style-type: none"> No objectives stated. 	<ul style="list-style-type: none"> Some objectives are aligned with goals. 	<ul style="list-style-type: none"> Objectives are directly related to goals. 	<ul style="list-style-type: none"> Objectives are clear and measurable.

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE I (continued)

Criteria for Success	Beginning	Developing	Established	Sustaining
Mentor Selection	<ul style="list-style-type: none"> Criteria and application process for mentors is in compliance with minimum regulations for mentoring. 	<ul style="list-style-type: none"> State criteria for selection of mentors are identified and used. Mentors and novice teachers are matched according to availability. 	<ul style="list-style-type: none"> State criteria for selection of mentors are identified and used. Mentors and novice teachers are matched (to the degree possible) according to grade-level/content area. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers. 	<ul style="list-style-type: none"> State criteria for selection of mentors are identified and fully implemented. Mentors and novice teachers are matched (to the degree possible) according to grade-level/content areas and proximity. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers. A procedure exists that, in the event matches do not work, both parties are "held harmless" and a new match is made.
Roles and Responsibilities	<ul style="list-style-type: none"> Roles and responsibilities for L.PDC, board of education, mentor and novice teacher are defined as in regulations for mentoring. 	<ul style="list-style-type: none"> Additional roles and responsibilities for L.PDC, board of education, mentor and novice teacher are clearly defined to support mentoring. 	<ul style="list-style-type: none"> Roles and responsibilities for some additional stakeholders are defined. 	<ul style="list-style-type: none"> The roles and responsibilities of all stakeholders are clearly defined.
Professional Learning - Mentors	<ul style="list-style-type: none"> Basic training opportunities are available on a voluntary basis. Training is offered only once or twice a year. Training is not based on needs assessment data. 	<ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Training is the main mode of delivery for professional learning. Some professional learning is based on data and may be targeted to meet needs. 	<ul style="list-style-type: none"> Professional learning is aligned with the Professional Standards for Teachers. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan. 	<ul style="list-style-type: none"> Professional learning opportunities are comprehensive and ongoing. Professional learning is aligned with Professional Standards for Teachers. Collaboration is supported. Professional learning is based on data and targeted to meet needs. Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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RESOURCE I (continued)

Criteria for Success	Beginning	Developing	Established	Sustaining
Professional Learning – Novice Teachers	<ul style="list-style-type: none"> • Basic training opportunities are available on a voluntary basis. • Training is offered only once or twice a year. • Training is not based on needs assessment data. 	<ul style="list-style-type: none"> • Professional learning is aligned with the Professional Standards for Teachers. • Training is the main mode of delivery for professional learning. • Some professional learning is based on data and may be targeted to meet needs. 	<ul style="list-style-type: none"> • Professional learning is aligned with the Professional Standards for Teachers. • Professional learning is based on data and targeted to meet needs. • Training and networking opportunities are aligned to the goals and objectives of the mentoring plan. 	<ul style="list-style-type: none"> • Professional learning opportunities are comprehensive and ongoing. • Professional learning is aligned with Professional Standards for Teachers. • Collaboration is supported. • Professional learning is based on data and targeted to meet needs. • Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.
Action Plan and Resource Options	<ul style="list-style-type: none"> • Action plan includes only professional learning activities and resource options. 	<ul style="list-style-type: none"> • Action plan includes professional learning activities, resource options and person(s) responsible. 	<ul style="list-style-type: none"> • Action plan includes professional learning activities, resource options, person(s) responsible and timeline. 	<ul style="list-style-type: none"> • Action plan includes professional learning activities, resource options, assessments, person(s) responsible and timeline.
Funding Resources	<ul style="list-style-type: none"> • Only state funding is utilized. 	<ul style="list-style-type: none"> • State funding and limited district funding resources are utilized. 	<ul style="list-style-type: none"> • Funding is available from a variety of resources (i.e., partnerships, grants) but not consistently utilized. 	<ul style="list-style-type: none"> • Funding is available from a variety of resources (i.e., partnerships, grants) and utilized appropriately.
Program Evaluation	<ul style="list-style-type: none"> • The program evaluation is designed to measure participant involvement and satisfaction with the training. 	<ul style="list-style-type: none"> • The program evaluation is designed to measure participant involvement, satisfaction with the training and how well the mentoring process was learned. 	<ul style="list-style-type: none"> • The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness. 	<ul style="list-style-type: none"> • The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness, student performance and teacher retention.

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

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APPENDIX E: FORMS

Mentor Teacher Application Form
Mentor Teacher Reference Form
Mentor Teacher Assignment Form
Authorization for Payroll Deduction - 20 Day
Authorization for Payroll Deduction - 30 Week
Initial Needs Assessment - Novice Teacher
Initial Needs Assessment - Mentor Teacher
Mentoring Contract
No-Fault Exit Form
Mentoring Log
Certification of Mentoring - 20 Day
Certification of Mentoring - 30 Week
Exit Survey - Novice Teacher
Exit Survey - Mentor Teacher
Mentoring Transfer Template