

Pitman Public School District 2023-2024



Mentoring Plan

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Section 1: Introduction – The Concept of Mentoring

Mentoring relationships are valued in many professions, to ensure the professional development and success of talented newcomers, as well as to develop new levels of expertise and to advance in the profession.

Yet, if mentoring were only a means for aspiring young professionals to gain a career foothold or to be given a boost up the career ladder, mentoring would be a one-way street. Those individuals who choose to serve as mentors usually desire to fulfill their own felt need to contribute to the growth, development and wish fulfillment of an aspiring professional. The act of mentoring allows one to repay, in some measure, the intrinsic benefits he or she has derived from the profession.

In the Pitman School district mentoring is defined as the individualized support, assistance, guidance and optimum amount of challenge which one professional gives to another—whether newcomer or mid-careerist in the profession. This plan is developed by the Superintendent and his/her designee, the Local Professional Development Committee, outlines the goals, application process, responsibilities and logistics of the mentoring plan for the teachers and staff of the Pitman School district.

Section 2: Goals of the Mentoring Plan

The Pitman School district mentoring plan is focused on achieving the following goals:

- Assist first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment;
- Reduce novice teacher attrition;
- Improve the effectiveness of new teachers; and
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching;
- Enhance teacher knowledge of, and strategies related to, the New Jersey Core Curriculum Standards (NJCCCS) and the Common Core State Standards (CCSS) to facilitate student achievement and growth;
- Provide all full and part time first year teachers, with a CEAS/CE enrollment in the Provisional Teacher Program (PTP), (teachers who are new to the district with a Standard Certificate will be provided with a mentor to work on the Professional Development Program (PDP) and general support) including teachers of the handicapped in the performance of their duties and adjustment to the challenges of teaching, by providing during the 30 weeks (CEAS) 34 weeks (CE) one-to-one mentoring, frequent classroom visitations by the mentor with appropriate feedback and classroom visitation of novice teachers to experienced teachers to observe instructional strategies, including a guided self-assessment or district's teacher practice evaluation. Twelve hours of orientation will be provided prior to the start of employment. In person contact between the novice teacher and the mentor will be sustained for 30/34 weeks.

- Elementary –daily planning period with optional lunch and before and after school time
- Middle School—a minimum of 69 minutes of daily 85 minute planning Block with optional lunch and before and after school time.
- High School – a duty period and planning period and optional lunch.

Support to new teachers is essential to the retention of these individuals in the teaching profession. Every new teacher will find the support they need throughout their first and second years, as they develop their skills and become more proficient in their field.

During a three-year induction program, 70% of all novice teachers in the Pitman District will be retained as measured by job satisfaction, teacher efficacy, and impact of teacher effectiveness aligned to the New Jersey Professional Standards for Teachers.

Section 3: Selection Criteria and Application Process

Effective mentors share a number of characteristics. The profile sketched below is based on a synthesis of observations described by many mentors and authors. While any single mentor may not possess all of the characteristics, effective mentors have many of these qualities:

Knowledge of Their Field

- They are considered by peers to excel in the field
- They set high standards for themselves
- They enjoy and are enthusiastic about their field
- They continue to update their background in the field

Demonstrated Skills in Their Field

- Their work demonstrates superior achievement
- They use a variety of techniques and skills to achieve their goals

Earned Respect of Colleagues

- They listen to and communicate effectively with others
- They recognize excellence in others and encourage it
- They are committed to supporting and interacting with their colleagues
- They exercise good judgment in decisions concerning themselves and the welfare of others.

Teachers who wish to be considered mentors may express their interest to their building level supervisor/principal. This can be done in the spring, before the end of the school year or anytime before September and the start of the new school year.

Teachers interested may complete the “Should I Become A Mentor” Self-Reflection and discuss the responsibilities of mentoring at their building/level supervisor (see attached Self-Reflection).

Mentoring is a voluntary activity but requires training and fulfillment of responsibilities. The final selection of a mentor and assignment to a new teacher will be made by the building principal for each teacher. The teachers that volunteer will be considered, but if there is a need for a specific grade level/subject area that cannot be met by the list of volunteers then the building principal would have the prerogative to seek a mentor from the staff. The mentors will participate in training so that they will be better prepared to fulfill the multiple dimensions of mentoring as outlined in the next section of this plan. Mentors must have earned a summative rating of “effective” or a “highly effective” on their evaluation. He/she must have taught at least three years, two of which must have been completed within the last five year. Mentors must maintain credibility.

Teachers that participate as mentors will be asked to complete an evaluation of their experiences. They will also be asked to resubmit their names if they are interested in remaining on the list of volunteers for subsequent school year.

Section 4: Plans for Mentor Training

The initial mentor training will be focused on defining information that new teachers need to learn and planning how to share this information with them. This training could take place in the summer, in after-school clinics, during in-service or during release time days and will be on-going throughout the school year at building levels.

The mentor process and relationship will be an evolving one, usually over two school years, which requires on-going support and training of both the mentor and protégé. It will be useful for support groups to meet and discuss their experiences with their peers. Mentors will need to shift their focus from helping the new teacher learn the curriculum to supporting protégé professional growth, particularly in the use of strategies for improving individual student and whole group learning, assessment, and other school improvement related issues. Training sessions will be planned by teachers, principal and the Director of Curriculum and Instruction, working at the elementary, middle and high school levels considering the specific needs of the mentors and proteges specific to these levels and/or content areas.

Section 5: What is the Training?

Training of mentors is required and the district makes provisions for this training:

- Training program curriculum must include, at minimum, training on the district’s teacher evaluation rubric and practice instrument; NJ Professional Standards for Teachers; New Jersey Core Curriculum Standards (NJCCCS) and the Common Core State Standards (CCSS); classroom observations skills; facilitating adult learning; and leading reflective conversations about practice.
- Mentors must keep logs of contact time with mentees
- Mentors must submit logs to district office
- Payment of mentors overseen by the district administrative office
- Mentees may not pay mentors directly

Provisional Teacher Mentoring Log Template

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

Month: _____ **Year:** _____ **School/District:** _____

Mentor Name: _____ **Mentor Signature:** _____

Mentee Name: _____ **Mentee Signature:** _____

Total No. of Mentoring Hours This Month: _____

Date	Time From: To:	Description of Activities	Total Time

Section 6: Responsibilities of the Mentor

Every mentor has a specific body of knowledge and skills to share. Mentors will be expected to share their expertise on planning, instruction, management, and assessment as it applies to their subject and grade level. The new teacher will need to become aware of the cultural norms of the school district and those of the specific school he/she is teaching in. As a resource person to the new teacher, it is essential that the mentor be available to answer questions and provide support. All mentors will be encouraged to meet an average of one period per week, one-on-one with their teacher, which can take place any time before, during or after the school day (to be decided by the mentor/protégé). Both teachers should be available for training/meetings which will be determined by building principal and based on the needs of the mentors and teachers being mentored. Mentors will be receiving 36 hours of professional development credit for their role as a mentor to a new teacher (provisional certificate) and 18 hours of mentoring a new teacher to the district that is already certified (i.e. second year teachers to the district and/or new teachers with previous experience).

Common mentoring activities may include, but would not be limited to, the following:

Before mentoring begins:

- Mentors receive training in communication, teacher observation and conferencing and effective instruction skills (summer training sessions before school starts).
- Mentors and new teachers attend an orientation session covering program expectations, participant responsibilities and program activities (summer training session before school starts).
- Mentors and new teachers meet before school starts to get to know each other and discuss concerns relating to opening day/first week of school.

During the first few months of school:

- Mentors and protégé meet an average of one period per week to discuss issues of instruction, classroom management and any other concern of the new teachers.
- Mentors provide emotional support to new teachers.
- Mentors observe new teachers when able to give feedback on concerns identified by the new teacher or agreed upon by both.
- Mentors and new teachers will participate in training sessions when held.
- All mentors and proteges will meet as a group to share experiences and concerns. This can be done at the building level or district-wide at the administration's discretion. The building level mentors and proteges may also meet whenever they feel would be advantageous to discuss their program without building administrators' requests.

During the remaining months of the school year:

- Mentors and proteges continue to meet and observe each other when time permits.
- Meetings will continue to take place with all mentors and new teachers to discuss needs and provide appropriate training if necessary.
- Mentors and new teachers review their relationship to determine whether it should continue the second year.

At the end of the year:

- Mentors and new teachers evaluate the program.
- Administrators, mentors, new teachers and the LPDC meet to discuss the feedback on the Mentoring Program to make revisions if needed.
- Mentors and proteges are recognized for their commitment to the program.

Timeline for Mentor Teacher Program Pitman School District

	Date
Mentor teachers are recruited and selected.	
District-wide Mentor training program is offered	
Welcome/Orientation for new teachers and mentors	
Meetings at building level for new teachers and mentors	
Instruction begins. Mentors support new teachers and meet with them regularly to share information, compare expectations and revise plans to meet new teacher's needs.	
End of first six weeks, each building level: Mentors review their progress as mentors, identify new challenges, and offer support to new teachers. Mentors meet to share experiences.	
End of the 2nd marking period: District-wide mentor-new teacher pairs meet to share progress, identify needs, and revise plans for 3rd and 4th marking periods. Midpoint review of mentor program	
Continue previous steps. Final evaluation of Mentor Program, Mentor and new teacher self-assessment and past evaluation of mentor training.	

“SHOULD I BECOME A MENTOR?” SELF-REFLECTION

As one considers the possibility of serving as a mentor, it is time to stop and ask “Should I become a mentor?” The checklist below is designed to guide the self-reflection of individuals who are thinking about becoming mentors and provides a description of the qualities that are most often thought to be conducive to successful mentoring. Space is provided at the conclusion of the checklist for respondents to add those qualities that represent their unique or special assets to mentoring. (*add your own statements here, if you wish, that describe you)

Read the checklist and place the number **next to the statement** which represents the degree to which the statement characterizes the way **you see yourself**. Remember, there is no single “ideal profile” but respondents who possess many of these qualities are likely to serve well as mentors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

____ I see myself as being people-oriented; I like and enjoy working with other professionals.

____ I am a good listener and respect colleagues.

____ I am sensitive to the needs of others.

____ I recognize when others need support or independence.

____ I want to contribute to the professional development of others and share what I have learned.

____ I am able to support and help without smothering, parenting or taking charge.

____ I see myself as flexible and willing to adjust my personal schedule to meet the needs of someone else.

____ I usually am patient and tolerant when teaching someone else.

____ I am confident and secure in my knowledge of the field and make an effort to remain up-to-date.

____ I enjoy the subject(s) and grade level I teach.

____ I set high standards for myself and my students.

____ I use a variety of teaching methods and my students achieve well.

____ I am able to explain things at various levels of complexity and detail.

____ *

District Mentoring Plan: Components of Novice Teacher Training

Sample Pre-Mentoring Survey for Novice Teacher

This Survey lets the novice teacher self evaluate strengths and weaknesses, as well as supply background and experience. The novice teacher may wish to share some of this information with the mentor.

1. List your previous teaching experience, including student teaching.
2. List your strongest assets as a teacher.
3. List three areas of concern as a novice teacher in _____ (school/district).
4. How often would you like to meet with your mentor?
5. In what ways do you think a mentor would be helpful to you?
6. In what activities do you expect your mentor to engage you?

How would you rate your skills in the following areas?

1= developing 2= confident 3= accomplished

- ___ lesson planning
- ___ planning for a substitute
- ___ large group instruction
- ___ small group instruction
- ___ one-to-one instruction
- ___ behavioral management
- ___ developing and administering informal classroom assessments
- ___ planning instructional units
- ___ planning for students with special needs, including those “at risk” and “gifted”
- ___ parent conferences and communications
- ___ dealing with crisis in the classroom
- ___ establishing rapport with faculty and staff
- ___ understanding teaching/learning styles
- ___ understanding cultural or ethnic differences
- ___ ability to set appropriate levels of expectations for student achievement

Please list any other areas of concern that were not addressed in this survey.

District Mentoring Plan: Components of Novice Teacher Training

Sample Mentoring Activities Checklist

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 building procedure books 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.
- ___ Explains school/district forms.
- ___ Review grading/assessment procedures.
- ___ Review evaluation and observation procedures.
- ___ Establish a novice 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 teacher 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.

October/November

- ___ Review field trip procedures.
- ___ Review and discuss classroom and time management .
- ___ Explain how to make referrals (PAC 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.
- ___ 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

- ___ Discuss sensitivity to holidays.
- ___ Make sure the novice teacher is aware of any staff social get-togethers.

- ___ Review the fall's highlights-- success 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.

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.

District Mentoring Plan: Components of Novice Teacher Training

New Jersey Professional learning Standards

All Professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teachers as references in N.J.A.C. 6A:9-33. The Professional Standards for Teachers (and indicators) are also available at:

<https://www.nj.gov/education/profdev/requirements/standards/>

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.

Standard Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

Standard Five: Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and development of students.

Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning and self motivation.

Standard Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communications

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

Standard Nine: Collaboration and Partnership

Teachers shall build relationships with parents, guardians, families, and agencies in the larger community to support students learning and well being.

Standard Ten: Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning practices.

District Mentoring Plan: Components of Novice Teacher Training

New Jersey Professional Standards for Teachers Awareness Activity

Directions:

1. Give each person sticky notes. Identify what a teacher needs to know and be able to do to be an effective teacher in the classroom and write one comment per sticky notes.
2. In pairs or triads, share and place sticky notes in the appropriate boxes for the New Jersey Professional Standards for Teachers. (Template for activity is shown below)
3. As a whole group, reflect and share answers to the following sample questions:
 - What teaching standards have the most sticky notes? Why?
 - Do novice teachers need to focus on certain teaching standards more during their first year of teaching? Why?
 - Did you notice any overlap where an idea might fit with several teaching standards? Why?

Subject Matter Knowledge	Human Growth and Development
Diverse Learners	Instructional Planning and Strategies
Assessment	Learning Environment
Special Needs	Communication
Collaboration and Partnership	Professional Development

District Mentoring Plan: Components of Novice Teacher Training

Sample Mentoring Discussion Topics

Lesson Plans	Substitute lesson planning
Large group instruction	Flexible grouping
One-to-one instruction	Classroom behavior/management
Informal classroom assessment	Development of rubrics
Rapport with faculty and staff	Rapport with parents
Instructional units	Pacing of curriculum
Crisis in the classroom	Diversity of student needs
Educational philosophy	Teaching styles
Alternative assessments	Time management
Field trips	Grading systems/report cards
Referral of students	Special services
Professional development	ESL
*100 hours	Multiple intelligences
*CEU	Learning styles
Classroom safety	Core Curriculum Content Standards
Testing procedures	Special event procedures
Confidentiality of student issues	Expectations of students
Telephone and technology use	Year-end responsibilities
Additional record keeping	Duty responsibilities
Professional responsibility	Reviewing norms of the school
Writing a PIP	Legal rights and responsibilities
Motivating students	Diagnosing student needs
Understanding of PEA	

Thinking Steps for Lesson Planning

Lesson Objective: What do I want students to know and/or be able to do by the end of this lesson?

- How will I communicate the objective to them, or is it important for this lesson that they discover that for themselves?
- How will they prove that they have achieved this objective?

Focus: How will I achieve student focus at the beginning of my lesson?

- Will I use an anticipatory set (an opportunity for all learners to bring to mind what they already know about the new learning)?
- Will I use some other means to focus student attention on the learning? (i.e., novelty, discrepant event, etc.)

Value: What is the rationale for the learning objective? How and when will I share this with students?

Input: How will students learn the knowledge and skills?

- Will they read about it? See a model or videotape? Hear about it from me, from a guest speaker, from another student?
- How will I involve students actively in this process?

Check for Understanding (Monitoring): How will I know that all students have met the objective?

- How will I elicit an observable behavior from all students that proves the lesson objective, so that I can make an informed decision about what to do next?
- How will I observe this - from each student?

Adjust: What will I do for students who are having trouble with learning?

- Will I:
 - Tutor them individually?
 - Have an educational assistant work with them?
 - Pair them up with students who met the objective?
 - Put them in a group and work with them together?
- Do I have supplementary materials that may make reteaching easier or more effective?

Thinking Steps for Lesson Planning (continued)

Practice: Is this a skill or a body of knowledge that needs to practice? How will I provide for that?

- Have I monitored all students before providing practice, so that no one is practicing incorrectly?
- Have I noted in my plan book to be sure to come back to this learning later in the year to reinforce it?

Closure: What is a way to have all students reflect on learning they have done in this lesson?

Materials: What materials and audiovisual equipment do I need for this lesson?

Student Set-Up:

- What do students need to have ready?
- How will I have them seated?
- If they will be working in groups, how will those groups be formed? How will I ensure that all group members participate?

Preparing for Observation

The following checklist should be used as a guide to help the novice teacher prepare for formal observations/evaluations. It is advised that these topics be discussed with the mentor, and that the mentor and novice teacher decide together on how to best prepare for the novice teacher's formal observations/evaluations.

Administrative

- Greeting students.
- Conducting attendance expeditiously.
- Convening the class on time with minimum disruptions.

Classroom Structure/Organization (Is the classroom organized to facilitate student learning?)

- Learning stations or centers.
- Students' access to computers.
- Facilitates teacher-to-student and student-to-student, face to face interaction.
- Themes conveyed by materials on bulletin boards and other posting areas reflect the key/ priority concepts for the course/ subject matter.

Overview of Subject Matter Expectations

- Presentation of the relationship of the immediate previous class discussion to the current issues being reviewed. Checks for student understanding.
- Presentation of the specific outcomes regarding the concepts to be covered and learned during this class period. Checks for student understanding.
- Presentation of the process/methodology by which the concepts are to be covered. Checks for student understanding.
- Presentation of the time to be allocated to each concept. Check for student understanding.
- Presentation of how groups function effectively. Checks for student understanding.

Instructional Presentation

- Assessment of what students already know about the content to be taught.
- A conceptual overview of contents/concepts.
- Review of key terminology/ vocabulary and definitions.
- Strategic question to guide student discussion. Use of small groups.
- Use of testing (oral and written), special projects and homework to primarily reinforce learning and to assess student learning.
- Knowledge of content demonstrated.
- Use of technology and other communication enhancement devices.
- Summation and assessment of student learning.
- Overview of issues to be discussed at the next meeting of the class.

Student Social Development

- Validates each student
- Provides equitable and fair treatment for all students.
- Challenges unhelpful behaviors and reinforces helpful behaviors.
- Applies progressive discipline strategies.

District Mentoring Plan: Components of Novice Teacher Training

Sample Reflection Journal (Concern/Focus: Task)

Reflection Journal

Date: _____

The most important lesson I've learned this year is...

In thinking about other colleagues, it would be interesting to work with...

On...

I can contribute to the professional school community by...

In thinking about school goals and projects, I need to know more about...

Informational Needs	Resource/Material Needs
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Source: Adapted from *Mentoring MATter: A Practical Guide to Learning-Focused Relationships* (p.127), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: Mira Via, LLC. Used with permission. For additional information go to www.miravia.com.

District Mentoring Plan: Components of Novice Teacher Training

Sample Reflection Journal (Concern/Focus: Impact)

Reflection Journal

Date: _____

As a result of my instruction this week, my students can...

For my class, I am thinking about the following changes in curriculum...

If I could relive one day or class this week, it would be...

Given what I know now, I would change...

Informational Needs	Resource/Material Needs
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Source: Adapted from *Mentoring Matter: A Practical Guide to Learning-Focused Relationships* (p.112), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: Mira Via, LLC. Used with permission. For additional information go to www.miravia.com.

Sample Weekly Novice Teacher Reflection Journal

Name: _____ Date _____

1. When did I feel most connected, engaged, or affirmed as a teacher this week, especially regarding instructional methods? When did I feel most confident and competent with my instructional skills?
2. When did I feel the most disconnected, disengaged, or discouraged as a teacher this week, especially regarding instructional methods? When did I doubt my instructional methods?
3. If I could repeat this week, what would I do differently based on the learning and responses of my students, especially regarding instructional methods?
4. What am I most proud of this week based on the learning and responses of my students? Were there particular successes related to instructional
5. Other thoughts about this week:
6. What were the most important things I learned while observing my learning partner's classroom?
7. What were the most important things I learned from my learning partner's feedback?

Source: Udelhofen, S 7 L Larson. Then Mentoring Year *A Step-by-Step Program for Professional Development* p. 154, copyright 2003, by Corwin-Press, Reprinted by Permission of Corwin Press Inc.

**N.J.A.C. 6A:9C, PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF MEMBERS
AND SCHOOL LEADERS**

(As of Aug. 4, 2014)

SUBCHAPTER 1. (RESERVED)

SUBCHAPTER 2. DEFINITIONS

6A:9C-2.1 Definitions

**SUBCHAPTER 3. REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS
AND SCHOOL LEADERS**

6A:9C-3.1 General provisions

6A:9C-3.2 Definition of professional development

6A:9C-3.3 Standards for professional learning

6A:9C-3.4 Requirements for individual teacher professional development planning and

implementation 6A:9C-3.5 Requirements for school-level professional development planning and

implementation 6A:9C-3.6 Requirements for district-level professional development planning and

implementation 6A:9C-3.7 Implementation of the professional development requirement for

school leaders 6A:9C-3.8 Requirements for school leader professional development in ethics, law

and governance 6A:9C-3.9 Monitoring and assistance

6A:9C-3.10 State Committee on Professional Learning

**CHAPTER 9C. PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF MEMBERS AND
SCHOOL LEADERS**

SUBCHAPTER 1. (RESERVED)

SUBCHAPTER 2. DEFINITIONS

6A:9C-2.1 Definitions

The definitions set forth in N.J.A.C. 6A:9-2.1 shall apply to the words and terms used in this chapter.

**SUBCHAPTER 3. REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS AND
SCHOOL LEADERS**

6A:9C-3.1 General provisions

(a) The purpose of this subchapter is to govern required professional development for active teachers and school leaders.

(b) These rules apply to:

1. All active teachers, defined as staff whose positions require possession of the instructional or education services certificates in accordance with N.J.A.C.

6A:9A-3 and 6A:9B-8, 10, and 12; and

2. All active school leaders serving on a permanent or interim basis whose positions require possession of the chief school administrator, principal, or supervisor endorsement in accordance with N.J.A.C. 6A:9B-11.

(c) These rules apply to all district boards of education, charter schools, and nonpublic schools that choose to participate in the professional development requirements for teachers and school leaders outlined in this subchapter and whose staff members hold positions that require the possession of the instructional, educational services, or administrative certificates. Hereinafter in this subchapter, the term district board of education includes district boards of education, charter school boards of trustees, and applicable nonpublic school governing bodies choosing to participate in the new professional development requirements for teachers outlined in the subchapter. In addition, the term district administrator includes the district board of education, charter school, and applicable nonpublic administrators choosing to participate.

6A:9C-3.2 Definition of professional development

- (a) Professional development shall be comprised of professional learning opportunities aligned with student learning and educator development needs, and school, school district, and/or State improvement goals.
- (b) Professional development shall have as its primary focus the improvement of teachers' and school leaders' effectiveness in assisting all students to meet the CCCS. (c) Professional development shall include the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaged in a continuous cycle of professional improvement focused on: 1. Evaluating student learning needs through ongoing reviews of data on student performance; and 2. Defining a clear set of educator learning goals based on the rigorous analysis of these data.
- (d) Professional learning shall incorporate coherent, sustained, and evidenced-based strategies that improve educator effectiveness and student achievement, including job embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.
- (e) Professional development may be supported by external expert assistance or additional activities that:
1. Address defined student and educator learning goals;
 2. Advance primarily ongoing school-based professional development; and
 3. Include, but are not limited to, courses, workshops, institutes, networks, and conferences provided by for-profit and

nonprofit entities outside the school such as universities, educational service agencies, technical assistance providers, networks of content specialists, and other education organizations and associations.

(f) Professional development shall align with the professional standards for teachers and school leaders in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3.

6A:9C-3.3 Standards for professional learning

(a) Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:

1. Learning communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
2. Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;
3. Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning;
4. Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
5. Learning designs: Integrates theories, research, and models of human learning to achieve its intended outcomes;
6. Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change; and
7. Outcomes: Aligns its outcomes with educator performance and student curriculum standards.

(b) The standards in (a)1 through 7 above shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of professional development.

6A:9C-3.4 Requirements for individual teacher professional development planning and implementation

(a) To meet the professional development requirement, each teacher shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be reduced by a pro rata share reflecting the use of family or medical leave.

(b) The content of each PDP shall be developed by each teacher's supervisor in consultation with the

teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. (c) The PDP shall be effective for one year and shall specify, at a minimum:

1. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation;
2. As appropriate, an additional area for development of professional practice aligned to the teacher's role as a member of his or her collaborative professional learning team in accordance with N.J.A.C. 6A:9C-3.2;
3. As appropriate, an additional area for development of professional practice aligned with school and/or district improvement goals as set forth in N.J.A.C. 6A:9C-3.5 and 3.6; and
4. Any requirements for professional development stipulated elsewhere in statute or regulation.

(d) The progress of each teacher in meeting the goals of the PDP must be determined annually and aligned to the district or applicable nonpublic school process for teacher evaluation.

(e) Progress on the PDP must be discussed during a minimum of one annual conference between the teacher and his or her supervisor.

(f) Each teacher shall provide evidence of progress toward meeting the requirements of his or her individual PDP, and this evidence must be reviewed as part of each conference. (g) The PDP shall be revised at a minimum annually but may be adjusted as necessary to support the teacher's progress.

(h) All teachers governed by the professional development requirements shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments.

(i) Each district board of education shall ensure that all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs.

(j) A teacher's individual PDP goals may necessitate more than the recommended minimum requirements outlined in this subchapter.

(k) Additional hours of qualifying activities may be required for teachers in low-performing schools, as determined by the Commissioner.

6A:9C-3.5 Requirements for school-level professional development planning and implementation

- (a) The principal shall oversee the development and implementation of a plan for school level professional development.
- (b) The school-level professional development plan shall include a description of school level and team-based professional learning aligned with identified school goals, and teacher and student learning needs.
- (c) The school-level plans shall become part of the district professional development plan reviewed by the district board of education pursuant to N.J.A.C. 6A:9C-3.6. (d) The school-level professional development plans required in this section will go into effect for the 2013-14 school year.
- (e) The principal shall ensure that all teachers receive the necessary opportunities, support, and resources to complete professional development requirements in accordance with N.J.A.C. 6A:9C-3.4(a).

6A:9C-3.6 Requirements for district-level professional development planning and implementation

- (a) Superintendents or designees shall oversee the development and implementation of plans to address school districts' professional development needs. School districts sending to the same middle and/or high school may form a regional consortium to develop one district-wide plan based on the sending schools' plans.
- (b) Superintendents shall:
 - 1. Review school-level professional development plans;
 - 2. Assess the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school- and district level performances;
 - 3. Plan, support, and implement professional development activities that address the CCCS, and that align with the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3 and the Professional Standards for Teachers and School Leaders in N.J.A.C. 6A:9-3; and
 - 4. Develop and update, as necessary, the district mentoring plan for new teachers in accordance with N.J.A.C. 6A:9B-8.4.
- (c) The superintendent shall review on an annual basis the school district plan to assess its effectiveness and revise it as necessary to meet the school district's learning goals for students, teachers, and school leaders.

- (d) The school district plan shall provide information on school-level and district-wide professional development opportunities, the resources being allocated toward their support, and a justification for the expenditures.
- (e) The school district plan shall include any professional development required by statute or regulation.
- (f) The superintendent shall be responsible for the content and implementation of the district professional development plan. The superintendent shall present the plan to the district board of education to review for fiscal impact.

6A:9C-3.7 Implementation of the professional development requirement for school leaders

- (a) Each district board of education shall oversee and review for each chief school administrator professional development that links to individual, school, and district professional development goals and to the school district's professional development plan.
- (b) Each chief school administrator shall oversee and review for each principal and supervisor professional development that links to individual, school, and district professional development goals and the school district's professional development plan.
- (c) Each chief school administrator, principal, and supervisor shall fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan that:
 - 1. Aligns with the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.4 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3;
 - 2. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the chief school administrator, principal, or supervisor;
 - 3. Identifies professional goals that address specific individual, school, or school district goals;
and
 - 4. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or school district professional development plan.
- (d) Each active school leader shall be required to provide evidence of progress toward fulfillment of his or her plan. Evidence shall include:

1. A narrative account detailing plan goals and their achievement; and
 2. Documentation of professional growth activities such as school-based learning activities; training; university coursework; action research; and study groups. Study groups may include school, district, county, and/or State associations and organizations, school and district collaborative teams, and virtual learning communities.
- (e) Leaders whose positions require a principal or supervisor endorsement shall have an annual plan developed in collaboration with the chief school administrator, or designee holding a chief school administrator endorsement.
- (f) Leaders whose positions require a chief school administrator's endorsement but who do not serve as a chief school administrator of a school district shall have an annual plan developed in collaboration with the chief school administrator, or designee holding a chief school administrator endorsement.
- (g) The chief school administrator, or designee holding a chief school administrator endorsement, shall meet with the principal, supervisor, or other school administrator at mid-year to assess progress toward completion or modification of the plan.
- (h) The chief school administrator, or designee holding a chief school administrator endorsement, shall review the status of the professional development plan as part of the principal's, supervisor's, or other district administrator's annual performance evaluation.
- (i) Each chief school administrator shall develop a professional development plan for review by his or her district board of education.
- (j) Chief school administrators shall provide to the district board of education annual evidence of progress toward completion of the professional development plan and summative evidence of plan completion every three to five years, depending on the chief school administrator's contract with the district board of education.
- (k) In cases where there is disagreement between a chief school administrator and his or her district board of education regarding plan contents or progress toward completion, the chief school administrator may appeal to the executive county superintendent, who will have final decision-making authority on all such matters.

6A:9C-3.8 Requirements for school leader professional development in ethics, law and governance

All professional development plans for active school leaders serving on a permanent or interim basis whose positions require possession of the chief school administrator, principal, or supervisor endorsement in accordance with N.J.A.C. 6A:9B-11.3 shall ensure the completion of appropriate training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2; and other statutory requirements related to student safety and well-being. To meet this ongoing requirement, the specific training needs of each school leader will be reviewed annually as part of the professional development planning process.

6A:9C-3.9 Monitoring and Assistance

- (a) Each district board of education shall monitor and enforce the professional development requirements for teachers and school leaders set forth in this chapter.
- (b) Each district board of education shall actively assist and support the provision of opportunities and resources, and the efforts by teachers and school leaders to meet the requirements.
- (c) To ensure that the professional development requirements set forth in this chapter reflect a policy of continuous improvement, constructive support, and timely intervention, the Department shall establish accountability procedures pursuant to N.J.A.C. 6A:30.
- (d) It is the responsibility of the local supervisor and school district administrator through the teacher performance evaluation process and the professional development planning process to monitor each teacher's progress in meeting the professional development requirements and to take appropriate steps to assure such progress. In any instance where a teacher's progress is found to be inadequate, the school district administration shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means.
- (e) It is the responsibility of the school leader's immediate supervisor, or the district board of education in the case of the chief school administrator, to monitor each school leader's progress in meeting the professional development requirements. Monitoring shall be accomplished through the performance evaluation and professional development planning processes. In any instance where a school leader's progress is found to be inadequate, the school leader or district board of education shall take appropriate remedial action.
- (f) Each school district administration shall be responsible for maintaining accurate records of each educator's progress in meeting the professional development requirements outlined in this chapter. Such records shall include a copy of each educator's current professional development plan and timeline, as well as any documentation and evidence showing the educator's progress toward meeting the plan's

requirements.

(g) If a teacher leaves the employ of one New Jersey school district and is hired by another, the previous employing school district must share with the new employing school district the teacher's individual professional development plan and all supporting documentation. If the current professional development plan is found to be unsuitable to the teacher's new assignment, the new employing school district must ensure that a revised professional development plan and timeline is created within 30 days of hire by the employee's new supervisor in collaboration with the new teacher.

(h) If a school leader leaves the employ of one New Jersey school district and is hired by another, the new employing school district or district board of education shall ensure that a revised professional development plan appropriate to the new assignment is developed in collaboration with the school leader.

6A:9C-3.10 State Committee on Professional Learning

(a) The State Committee on Professional Learning shall advise the Commissioner on the professional development requirements for teachers and school leaders as defined in this subchapter. Specifically, the Committee shall:

1. Develop and recommend a periodic review process for school district professional development plans for districts in need of improvement to ensure that professional learning opportunities: address the CCCS; are aligned to the professional standards in N.J.A.C. 6A:9C-3.3; and target teacher and school leader professional learning needs as identified in the school district performance report;
2. Develop and recommend updated professional standards for teachers and school leaders;
3. Review the implementation of professional development requirements for teachers and school leaders, and provide recommendations for implementation;
4. Develop and recommend a periodic audit process for school district mentoring plans to assure mentoring plans requirements pursuant to N.J.A.C. 6A:9B-8.4 are met;
5. Review research, best practices, and practitioner feedback, and provide ongoing recommendations to ensure professional development requirements continue to support teachers and school leaders in improving their practice to enable students to achieve high academic standards;
6. Recommend and develop guidance for the implementation of teachers' and school leaders' professional development plans to assure plans address the CCCS, align to the professional standards for teachers and school leaders, and reflect State, district, and individual educator needs; and

7. Recommend criteria for school district use in the selection of professional development providers.

(b) The State Committee on Professional Learning shall consist of 16 appointed members. The Commissioner or his or her designee shall serve on the Committee as an ex-officio member. Initial committee appointments shall be made as follows: five shall be appointed for one-year terms, five shall be appointed for two-year terms, and six shall be for three year terms. Each member shall serve a term of three years, renewable only for a second term. However, the 10 members who will occupy the initial abrogated terms shall be eligible to serve two additional full terms. When a membership vacancy or change in a member's representation status occurs, the Commissioner shall appoint a new representative from the appropriate constituency to fill the vacancy.

(c) The Commissioner shall appoint all members and may invite nominations from professional associations and other interested parties. The Commissioner shall ensure that all major organizations representing teachers and school leaders have representation on the Committee. The Committee membership shall be as follows:

1. Six teachers, with at least one from a charter school and at least one each from the following levels: high school, middle school, and elementary school;
2. Six administrators, including three principals and three school district administrators, with at least two of the six from charter schools;
3. One member of a district board of education;
4. Two representatives from educator preparation programs, with at least one member representing an alternate-route provider of educator preparation; and
5. One parent or community member.

(d) The State Committee on Professional Learning shall replace the Professional Teaching Standards Board and the Professional Development Advisory Committee for school leaders for the purpose of meeting the statutory requirements in N.J.S.A. 18A:26-2.9 and 18A:26-8.2, respectively.

Danielson Evaluation Tool: Critical Attributes (Criteria)

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

- Knowledge of content and the structure of the discipline: every discipline has a dominant structure, with smaller components or strands, central concepts and skills
- Knowledge of prerequisite relationships: some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.
- Knowledge of content-related pedagogy: different disciplines have "signature pedagogies" that have evolved over time and found to be most effective in teaching.

Critical Attributes:

1. Ineffective

- Teacher makes content errors.
- Teacher does not consider prerequisite relationships when planning.
- Teacher's plans use inappropriate strategies for the discipline.

2. Partially Effective

- Teacher is familiar with the discipline but does not see conceptual relationships.
- Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies and some are not suitable to the content.

3. Effective

- The teacher can identify important concepts of the discipline, and their relationships to one another.
- The teacher consistently provides clear explanations of the content.
- The teacher answers student questions accurately and provides feedback that furthers their learning.
- The teacher seeks out content-related professional development.

4. Highly Effective

- In addition to the characteristics of "effective,"
- Teacher cites intra- and interdisciplinary content relationships.
- Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

1b Demonstrating Knowledge of Students

Teachers don't teach content in the abstract, they teach it to students. In order to ensure students learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content/ While

there are patterns in cognitive, social, and emotional development stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.

The elements of component 1b are:

- Knowledge of child and adolescent development: children learn differently at different stages of their lives.
- Knowledge of the learning process: learning requires active intellectual engagement.
- Knowledge of students' skills, knowledge, and language proficiency: children's lives beyond school influence their learning.
- Knowledge of students' interest and cultural heritage: children's backgrounds influence their learning/
- Knowledge of students' special needs: children do not all develop in a typical fashion.

Critical Attributes:

1. Ineffective

- Teacher does not understand child development characteristics and has unrealistic expectations for students.
- Teacher does not try to ascertain varied ability levels among students in the class.
- Teacher is not aware of student interests or cultural heritages.
- Teacher takes no responsibility to learn about students' medical or learning disabilities.

2. Partially Effective

- The teacher cites developmental theory, but does not seek to integrate it into lesson planning.
- Teacher is aware of the different ability levels in the class, but tends to teach to the whole group.
- The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.

3. Effective

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified high, medium, and low groups of students within the class.
- The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

4. Highly Effective

- In addition to the characteristics of "effective,"
- The teacher uses ongoing methods to assess student skill levels and designs instruction accordingly.
- The teacher seeks out information about their cultural heritage from all students.

- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

1c Setting instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. .

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

The elements of component 1c are:

- Value, sequence, and alignment: students must be able to build their understanding of important ideas from concept to concept
- Clarity: outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment..
- Balance: outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills.
- Suitability for diverse students: outcomes must be appropriate for all students in the class

Critical Attributes:

1. Ineffective

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are states as activities.
- Outcomes are not suitable for many students in the class.

2. Partially Effective

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

3. Effective

- Outcome represents high expectations and rigor.
- Outcomes are related to big ideas of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.

4. Highly Effective

- In addition to the characteristics of “effective,”
- Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- Teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

1d Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative, Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non- . instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of - materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.

The elements of component 1d are:

- Resources for classroom use: materials that align with learning outcomes
- Resources to extend content knowledge and pedagogy: those that can further teachers' professional knowledge
- Resources for students: materials that are appropriately challenging

Critical Attributes:

1. Ineffective

- The teacher only uses district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand his/her own skill.
- Although aware of some student needs, the teacher does not inquire about possible resources.

2. Partially Effective

- The teacher uses materials in the school library, but does not search beyond the school for resources..
- The teacher participates in content area workshops offered by the school, but does not. pursue other professional development..
- The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.

3. Effective

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- Teacher facilitates Internet resources.
- Resources are multi-disciplinary.
- Teacher expands knowledge with professional learning groups and organizations.
- Teacher pursues options offered by universities.
- Teacher provides lists of resources outside the class for students to draw on.

4. Highly Effective

- In addition to the characteristics of "effective,"
- Texts are matched to student skill level
- The teacher has ongoing relationship with colleges and universities that support student learning
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge
- The teacher facilitates student contact with resources outside the classroom.

1e: Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the highly effective level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.

The elements of component 1e are:

- Learning activities: instruction designed to engage students and advance them through the content
- Instructional materials and resources: appropriate to the learning needs of the students
- Instructional groups: intentionally organized to support student learning
- Lesson and unit structure: clear and sequenced to advance students' learning

Critical Attributes:

1. Ineffective

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

2. Partially Effective

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random or only partially support objectives.
- Lesson structure is uneven or may be unrealistic in terms of time expectations.

3. Effective

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- Teacher provides a variety of appropriately challenging materials and resources:
- Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

4. Highly Effective

- In addition to the characteristics of "effective,"
- Activities permit student choice.
- Learning experiences connect to other disciplines.
- Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

1f: Designing Student Assessments

Description

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards understanding the Learning outcomes.

The elements of component le are:

- Congruence with instructional outcomes: assessments must match learning expectations
- Criteria and standards: expectations must be clearly defined
- Design of formative assessments: assessments for learning must be planned as part of the instructional process
- Use for planning: results of assessment guide future planning

Critical Attributes:

1. Ineffective

- Assessments do not match instructional outcomes.
- Assessments have no criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

2. Partially Effective

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague. . Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

3. Effective

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments for some students as needed.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.

- Lesson plans indicate possible adjustments based on formative assessment data.
- 4. Highly Effective
 - In addition to the characteristics of "effective,"
 - Assessments provide opportunities for student choice.
 - Students participate in designing assessments for their own work.
 - Teacher-designed assessments are authentic with real-world application, as appropriate,
 - Students develop rubrics according to teacher-specified learning objectives.
 - Students are actively involved in collecting information from formative assessments. and provide input.

DOMAIN 2: CLASSROOM ENVIRONMENT

Critical Attributes

2a: Creating an environment of respect and rapport

1. Ineffective
 - There are physical hazards in the classroom, endangering student safety.
 - Many students can't see or hear the teacher or the board.
 - Available technology is not being used, even if available and its use would enhance the lesson.
2. Developing
 - The physical environment is safe, and most students can see and hear.
 - The physical environment is not an impediment to learning, but does not enhance it.
 - The teacher makes limited use of available technology and other resources.
3. Effective
 - The classroom is safe, and all students are able to see and hear.
 - The classroom is arranged to support the instructional goals and learning activities.
 - The teacher makes appropriate use of available technology.
4. Highly Effective
 - In addition to the characteristics of "effective,"
 - Modifications are made to the physical environment to accommodate students with special needs.
 - There is total alignment between the goals of the lesson and the physical environment.
 - Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology.

2b Establishing a culture for learning.

1. Ineffective
 - The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.
 - The teacher conveys to at least some students that the work is too challenging for them.
 - Students exhibit little or no pride in their work.
 - Class time is devoted more to socializing than to learning.
2. Developing
 - Teacher's energy for the work is neutral indicating neither a high level of commitment nor

blowing it off.

- The teacher conveys high expectations for only some students.
- Students comply with the teachers expectations for learning, but don't indicate commitment on their own initiative for the work.
- Many students indicate that they are looking for an easy path.

3. Effective

- The teacher communicates the importance of learning, and that with hard work all students can be successful in it.
- The teacher demonstrates a high regard for student abilities.
- Teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.

4. Highly Effective

- In addition to the characteristics of "effective,"
- The teacher communicates a genuine passion for the subject.
- Students indicate that they are not satisfied unless they have complete understanding.
- Student questions and comments indicate a desire to understand the content rather than, for example, simply learning a procedure for getting the correct answer.
- Students recognize the efforts of their classmates.
- Students take initiative in improving the quality of their work.

2c Managing classroom procedures:

1. Ineffective

- Students not working with the teacher are disruptive to the class.
- There are no established procedures for distributing and collecting materials,
- Procedures for other activities are confused or chaotic.

2. Developing

- Small groups are only partially engaged while not working directly with the teacher.
- Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.
- Classroom routines function unevenly.

3. Effective

- The students are productively engaged during small group work.
- Transitions between large and small group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.

4. Highly Effective

- In addition to the characteristics of "effective,"
- Students take the initiative with their classmates to ensure that their time is used productively,
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Students take initiative in distributing and collecting materials efficiently.

2d Managing Student Behavior:

1. Ineffective

- The classroom environment is chaotic, with no apparent standards of conduct.
- The teacher does not monitor student behavior. . .
- Some students violate classroom rules, without apparent teacher awareness.

- When the teacher notices student misbehavior, s/he appears helpless to do anything about it.
- 2. Developing
 - Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.
 - Teacher attempts to keep track of student behavior, but with no apparent system.
 - The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.
- 3. Effective
 - Standards of conduct appear to have been established,
 - Student behavior is generally appropriate.
 - The teacher frequently monitors student behavior.
 - Teacher's response to student misbehavior is effective.
 - Teacher acknowledges good behavior.
- 4. Highly Effective
 - In addition to the characteristics of "effective;"
 - Student behavior is entirely appropriate; no evidence of student misbehavior.
 - The teacher monitors student behavior without speaking just moving about.
 - Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

2e Organizing physical space:

- 1. Ineffective
 - There are physical hazards in the classroom, endangering student safety,
 - Many students can't see or hear the teacher or the board.
 - Available technology is not being used, even if available and its use would enhance the lesson.
- 2. Developing
 - The physical environment is safe, and most students can see and hear.
 - : The physical environment is not an impediment to learning, but does not enhance it.
 - The teacher makes limited use of available technology and other resources.
- 3. Effective
 - The classroom is safe, and all students are able to see and hear.
 - The classroom is arranged to support the instructional goals and learning activities.
 - The teacher makes appropriate use of available technology.
- 4. Highly Effective
 - In addition to the characteristics of "effective,"
 - Modifications are made to the physical environment to accommodate students with special needs.
 - There is total alignment between the goals of the lesson and the physical environment.
 - Students take the initiative to adjust the physical environment.
 - Teachers and students make extensive and imaginative use of available technology

INSTRUCTION

3a Communicating with Students

- 1. Ineffective
 - At no time during the lesson does the teacher convey to the students what they will be learning.
 - Students indicate through their questions that they are confused as to the learning task.
 - The teacher makes a serious content error that will affect students' understanding of the lesson.

- Students indicate through body language or questions that they don't understand the content being presented.
 - Teacher's communications include errors of vocabulary or usage.
 - Vocabulary is inappropriate to the age or culture of the students.
2. Developing
- The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.
 - Teacher must clarify the learning task so students can complete it.
 - The teacher makes no serious content errors, although may make a minor error.
 - The teachers explanation of the content consists of a monologue or is purely procedural with minimal participation by students.
 - Vocabulary and usage are correct but unimaginative.
 - Vocabulary is too advanced or juvenile for the students.
3. Effective
- The teacher states clearly, at some point during the lesson, what the students will be learning.
 - If appropriate, the teacher models the process to be followed in the task. . Students engage with the learning task, indicating that they understand what they are to do.
 - The teacher makes no content errors.
 - Teachers explanation of content is clear, and invites student participation and thinking.
 - Vocabulary and lisage are correct and completely suited to the lesson.
 - Vocabulary is appropriate to the students ages and levels.of development.
4. Highly Effective
- The teacher points out possible areas for misunderstanding.
 - Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life:
 - All students seem to understand the presentation.
 - The teacher invites students to explain the content to the class, or to classmates.
 - Teacher uses rich language, offering brief vocabulary lessons where appropriate.

3b: Using questioning and discussion techniques

1. Ineffective
- Questions are rapid-fire, and convergent, with a single correct answer.
 - Questions do not invite student thinking.
 - All discussion is between teacher and students, students are not invited to speak directly to one another.
 - A few students dominate the discussion.
2. Developing
- Teacher frames some questions designed to promote student thinking, but only a few students are involved:
 - The teacher invites students to respond directly to one another's ideas, but few students respond.
 - Teacher calls on many students, but only a small number actually participate in the discussion.
3. Effective
- Teacher uses open-ended questions, inviting students to think. and/or have multiple possible answers.
 - The teacher makes effective use of wait time.
 - The teacher builds on student responses to questions effectively.
 - Discussions enable students to talk to one another, without ongoing mediation by the teacher.
 - The teacher calls on most students, even those who don't initially volunteer.
 - Many students actively engage in the discussion.
4. Highly Effective
- In addition to the characteristics of "effective,"
 - Students initiate higher-order questions,

- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion.

3c: Engaging students in learning

1. Ineffective

- Few students are intellectually engaged in the lesson.
- Learning tasks require only recall or have a single correct response or method.
- The materials used ask students only to perform rote tasks.
- Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags, or is rushed

2. Developing

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and recall.
- Student engagement with the content is largely passive, learning primarily facts or procedures.
- Students have no choice in how they complete tasks.
- The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.
- The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.
- The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.

3. Effective

- Most students are intellectually engaged in the lesson.
- Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings, suitable to the lesson objectives.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.

4. Highly Effective

- In addition to the characteristics of "effective," Virtually all students are highly engaged in the lesson.
- Students take initiative to modify a learning task to make it more meaningful or relevant to their needs
- Students suggest modifications to the grouping patterns used.
- Students have extensive choice in how they complete tasks.
- Students suggest modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

3d: Using assessment in instruction:

1. Ineffective:

- The teacher gives no indication of what high quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Feedback is only global.
- The teacher does not ask students to evaluate their own or classmates' work.

2. Developing:

- There is little evidence that the students understand how their work will be evaluated.
- Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students
- Teacher requests global indications of student understanding.

- Feedback to students is not uniformly specific, not oriented towards future improvement of work.
 - The teacher makes only minor attempts to engage students in self- or peer-assessment. The teacher's attempts to adjust the lesson are partially successful.
3. Effective
- Students indicate that they clearly understand the characteristics of high-quality work.
 - The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.
 - Law Feedback includes specific and timely guidance for at least groups of students
 - The teacher attempts to engage students in self- or peer-assessment.
 - When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.
4. Highly Effective
- In addition to the characteristics of "effective,"
 - There is evidence that students have helped establish the evaluation criteria.
 - Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly taking the pulse of the class. | Teacher makes frequent use of strategies to elicit information about individual student understanding.
 - Feedback to students is specific and timely, and is provided from many sources, including other students.
 - Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
 - The teacher's adjustments to the lesson are designed to assist individual students

3e: Demonstrating flexibility and responsiveness:

1. Ineffective
- Teacher ignores indications of student boredom or lack of understanding.
 - Teacher brushes aside student questions.
 - Teacher makes no attempt to incorporate student interests into the lesson.
 - The teacher conveys to students that when they have difficulty learning, it is their fault.
 - In reflecting on practice, the teacher does not indicate that it is important to reach all students.
2. Developing
- Teachers efforts to modify the lesson are only partially successful.
 - Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.
 - The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.
 - In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.
3. Effective
- Teacher successfully makes a minor modification to the lesson.
 - Teacher incorporates students' interests and questions into the heart of the lesson.
 - The teacher conveys to students that she has other approaches to try when the students experience difficulty.
 - In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
4. Highly Effective
- In addition to the characteristics of "effective,"
 - Teacher successfully executes a major lesson readjustment when needed.
 - Teacher seizes on a teachable moment to enhance a lesson.
 - The teacher conveys to students that she won't consider a lesson finished until every student understands, and that she has a broad range of approaches to use.

- ❑ In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.

Domain 4: Professional Responsibilities

4a Reflecting on Teaching:

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning

Elements of component 4a are;

- **Accuracy:** As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.
- **Use in future teaching:** In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.

Critical Attributes:

1. **Ineffective**
 - ❑ The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
 - ❑ The teacher makes no suggestions for improvement.
2. **Partially Effective**
 - ❑ The teacher has a general sense of whether or not instructional practices were effective.
 - ❑ The teacher offers general modifications for future instruction.
3. **Effective**
 - ❑ The teacher accurately assesses the effectiveness of instructional activities used.
 - ❑ The teacher identifies specific ways in which a lesson might be improved.
4. **Highly Effective**
 - ❑ In addition to the characteristics of "effective,"
 - ❑ Teachers' assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.
 - ❑ Teachers' suggestions for improvement draw on an extensive repertoire.

4b: Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both .. instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips. for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Elements of component 4b

- Student completion of assignments: Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.
- Student progress in learning: In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.
- Non-instructional records: Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permission slips for a field trip, or which students have paid for their school pictures.

Critical Attributes:

1. Ineffective

- Absence of a system for either instructional or non-instructional records.
- Record-keeping systems that are in disarray so as to provide incorrect or confusing information.

2. Partially Effective

- The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use. .
- The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.

3. Effective

- The teachers process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they are progressing.
- The teacher's process for recording non-instructional information is both efficient and effective.

4. Highly Effective

- In addition to the characteristics of "effective,"
- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning
- Students contribute to maintaining non-instructional records for the class.

4c Communicating with Families

Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.

Elements of component 4c are:

- Information about the instructional program: Frequent information is provided to families, as appropriate, about the instructional program.
- Information about individual students: Frequent information is provided to families, as appropriate, about

students' individual progress.

- Engagement of families in the instructional program: Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.

Critical Attributes:

1. Ineffective

- Little or no information regarding instructional programs available to parents.
- Families are unaware of their children's progress.
- Lack of family engagement activities.
- Culturally inappropriate communication.

2. Partially Effective

- School or district-created materials about the instructional program are sent home.
- Infrequent or incomplete information sent home by teachers about the instructional program.
- Teacher maintains a school-required grade book but does little else to inform families about student progress.
- Teacher communications are sometimes inappropriate to families' cultural norms.

3. Effective

- Information about the instructional program is available on a regular basis.
- The teacher sends information about student progress home on a regular basis.
- Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.

4. Highly Effective

- In addition to the characteristics of "effective,"
- On a regular basis, students develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.

4d Participating in a Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional - organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities. .

Elements of component 4d are:

- Relationships with colleagues: Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.
- Involvement in a culture of professional inquiry: Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.
- Service to the school: Teacher's efforts move beyond classroom duties by contributing to school initiatives and projects.
- Participation in school and district projects: Teachers contribute to and support larger school and district projects designed to improve the professional community.

Critical Attributes:

1. Ineffective

- The teacher's relationship with colleagues is characterized by negativity or combativeness.
- The teacher purposely avoids contributing to activities promoting professional inquiry
- The teacher avoids involvement in school activities and school district and community projects.

2. Partially Effective

- The teacher has a pleasant relationship with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, and school district and community projects.

3. Effective

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

4. Highly Effective

- In addition to the characteristics of "effective,"
- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant school district and community projects.

4e Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development, - in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession

Elements of component 4e are:

- Enhancement of content knowledge and pedagogical skill: Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- Receptivity to feedback from colleagues: Teachers actively pursue networks that provide collegial support and feedback.
- Service to the profession: Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues.

Critical Attributes:

1. Ineffective

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

2. Partially Effective

- The teacher participates in professional activities when required or when provided by the school district.
- The teacher reluctantly accepts feedback from supervisors and colleagues:
- The teacher contributes in a limited fashion to educational professional organizations.

3. Effective

- The teacher seeks regular opportunities for continued professional development.

- The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in professional organizations designed to contribute to the profession.

4. Highly Effective

- In addition to the characteristics of "effective,"
- The teacher seeks regular opportunities for continued professional development, .. including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

4f Showing Professionalism

Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.

Elements of component 4f are:

- Integrity and ethical conduct: Teachers act with integrity and honesty.
- Service to students: Teachers put students first in all considerations of their practice.
- Advocacy: Teachers support their students' best interests, even in the face of traditional practice or beliefs.
- Decision-making: Teachers solve problems with students' needs as a priority.
- Compliance with school and district regulations: Teachers adhere to policies and procedures.

Critical Attributes:

1. Ineffective

- Teacher is dishonest.
- Teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects school district regulations.

2. Partially Effective

- Teacher is honest.
- Teacher notices the needs of students, but is inconsistent in addressing them.
- Teacher does not notice that some school practices result in poor conditions for students.
- Teacher makes decisions professionally, but on a limited basis.
- Teacher complies with school district regulations.

3. Effective

- Teacher is honest and known for having high standards of integrity.
- Teacher actively addresses student needs.
- Teacher actively work to provide opportunities for student success.
- Teacher willingly participates in team and departmental decision-making.
- Teacher complies completely with school district regulations. .

4. Highly Effective

- Teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- Teacher is highly proactive in serving students.
- Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- Teacher takes a leadership role in team and departmental decision-making.
- Teacher takes a leadership role regarding school district regulations.

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

Background

Effective May 5, 2014, the [rules for new teacher mentoring](#) have been amended to better align with the TEACHNJ Act of 2012, to reduce district reporting burdens, and to promote flexibility and accountability for district implementation. Each public school district is still required to implement a system of supports for new teachers.¹ Studies of support programs for new teachers have documented their effectiveness in transitioning teachers into practice.² A comprehensive district mentoring program, as described in these regulations, aims to:

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

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

Updates in Regulations

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

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

- Align the three required formative and summative evaluations of the novice provisional teacher with required observations through AchieveNJ.

¹Non-public schools may choose to follow the requirements which align to their operations. Novice teachers serving under the Charter School Certificate of Eligibility are not subject to these requirements.

²Ingersoll, R. & Strong, M. (June 2011). "The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233

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

Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
District Implementation & Accountability	Mentoring plan development	Created by Local Professional Development Committee	CSA is responsible for creating the plan and determining implementation logistics
	Mentoring plan approval	<ul style="list-style-type: none"> Initially approved by district board Submitted to executive county superintendent for final approval NJDOE notified of plan approval 	<ul style="list-style-type: none"> Must be submitted to district board for review of fiscal impacts CSA must submit Statement of Assurance to County Office Plan kept in district
	Review of plan effectiveness	Plan revised every 3 years	<ul style="list-style-type: none"> Plan must be reviewed annually Statement of Assurance must be submitted annually
	School level implementation	Not addressed	<ul style="list-style-type: none"> Plan must be shared with each School Improvement Panel (ScIP) ScIP oversees implementation at school level
Mentoring Supports for Non-tenured, First-Year Teachers	Experienced teacher new to district	Not addressed	<ul style="list-style-type: none"> Comprehensive orientation to district policies and procedures Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience

			<ul style="list-style-type: none"> • New PDP created within 30 days of new assignment
	<p>Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing)</p>	<p>30 weeks of 1-1 mentoring</p>	<ul style="list-style-type: none"> • Comprehensive orientation to district policies and procedures • One full school year of 1-1 mentoring from beginning of assignment, prorated for part-time teachers • Mentor/mentee meet at least once/week for first 4 weeks of assignment • Mentor leads mentee in guided self-assessment on district's teacher practice instrument
	<p>Novice teacher, alternate route (holding Certificate of Eligibility)</p>	<p>34 weeks of 1-1 mentoring with additional supports in first 4 weeks</p>	<ul style="list-style-type: none"> • Comprehensive orientation to district policies and procedures • One full school year of 1-1 mentoring from beginning of assignment, prorated for part-time teachers • Mentor/mentee meet at least once per week for the first 8 weeks of assignment • Mentor leads mentee in guided self-assessment on district's teachers evaluation instrument • Mentor aligns support to mentee's preparation curriculum

Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
Mentor Selection, Training, & Payment	Letters of recommendation	Required	Optional
	Certification	Required; whenever possible in same subject area as novice teacher	Same as before

Effectiveness	Demonstrated command of content and pedagogy	<ul style="list-style-type: none"> Mentor demonstrates a record of success in the classroom Beginning in 2014-15, mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation In cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument³
Teaching experience	<ul style="list-style-type: none"> At least 3 years Currently active 	<ul style="list-style-type: none"> At least 3 years, with at least 2 completed within previous 5 Currently active
Knowledge of district	<ul style="list-style-type: none"> Understands resources and opportunities available and is able to act as referral source Understands social and workplace norms of district and community 	Same as before
Confidentiality	Mentor agrees to maintain	Defined in regulations
Professional relationship	Not addressed	Mentor may not serve as mentee's direct supervisor or conduct evaluations
Training	<ul style="list-style-type: none"> District makes provision for training Mentor agrees to complete comprehensive training program Training program curriculum 	<ul style="list-style-type: none"> Training of mentors required District makes provision for training Training program curriculum must include, at minimum, training on the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Core Content Curriculum Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice

		unspecified	
	Payment Procedures	Not addressed	<ul style="list-style-type: none"> • Mentors must keep logs of contact time with mentees • Mentors submit logs to district office • Payment of mentors overseen by the district administrative office • Mentees may not pay mentors directly

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