

2024 - 2025

The Educational Services Commission of New Jersey

Mentoring Plan

2024-2025

**Nadia Romano
Superintendent**

**Gary Molenaar
Assistant Superintendent for Curriculum, Instruction, and Administration**

**Matthew Scanlon
Assistant Superintendent for Operations and Security**

**Russell Hudson
Director of Human Resources**

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ESCNJ District Mentoring Plan District Profile Sheet

The district profile sheet reflects mentoring data from the 2024 - 2025 School Year.

Name of District: Educational Services Commission of New Jersey

District Code: 3145

County Code: 23

District Address: 1660 Stelton Road, Piscataway, NJ 08854

Chief School Administrator: Nadia Romano

Program Contact: Russell Hudson

Program Contact Phone: 732-777-9848 X3310

Program Contact Email: rhudson@escnj.us

Type of District: Educational Services Commission Pre-K to 21

Novice teachers with CE: 5

Novice teachers with CEAS: 2

Mentors: 5

Provisional novice teachers:

Grades K-2 3

Grades 3-5 0

Grades 6-8 0

Special Education 9

High School Art 0

School Improvement Panel Plan Review

Name of District: Educational Services Commission of New Jersey
 County: Middlesex

Professional Staff Members Elected to Committee:

<p>Academy Learning Center</p> <ol style="list-style-type: none"> 1. Stacy Rieger, Principal 2. Nicole Paturzo, Supervisor 3. Donna Kilcommons, Teacher (Year 2) 4. Lynn Fallon, Teacher (Year 2) 5. Susan Garbowski, SLP (Year 3) 	<p>Bright Beginnings Learning Center</p> <ol style="list-style-type: none"> 1. Kate Johnson, Principal 2. Jennifer Nesi, Vice Principal 3. Marianne Petritsch, Speech (Year 2) 4. John Taylor, Case Manager (Year 2) 5. Rachel Berry, Teacher (Year 1) 6. Olga Lepkowska, Teacher (Year 1)
<p>Center for Lifelong Learning</p> <ol style="list-style-type: none"> 1. Mary Beth Conley, Principal 2. Antoinette Nicholasi, Vice Principal 3. Michael Kane, Vice Principal 4. Alyson Powers, Case Mgr. (Year 2) 5. Danielle Vitale, SLP (Year 3) 6. Heather Neary, Teacher (Year 2) 	<p>Future Foundations Academy</p> <ol style="list-style-type: none"> 1. Katie Felies, Principal 2. Lisa Williams, Vice Principal 3. Emily Simmonds, Case Mgr. (Year 2) 4. Craig Fiata, Teacher (Year 1) 5. Stephanie Marshall, Teacher (Year 2)
<p>Non-Public Department</p> <ol style="list-style-type: none"> 1. Sharon Marinello, Director 2. Katie Blades, Supervisor 3. Adam Reap, Supervisor 4. Donna Zehnbauer, SLP (Year 2) 5. Regina Hersch, Teacher (Year 1) 6. Geralynn Kenyon, Teacher (Year 2) 	<p>NuView Academy</p> <ol style="list-style-type: none"> 1. Russell Hudson, Principal 2. Gary Molenaar, Asst. Superintendent 3. Laura Cagle, Teacher (Year 2) 4. Rashna Madon, Teacher (Year 1) 5. Daniel Sambat, RUBHC (Year 3) 6. Dr. Kaur, RUBHC (Year 1)
<p>Piscataway Regional Day School</p> <ol style="list-style-type: none"> 1. Elizabeth Fuzy, Principal 2. Meena Pasupathy, Supervisor Spec. Proj. 3. Elizabeth Rites, Teacher (Year 1) 4. Debbie Bussiere, Case Mgr. (Year 1) 5. Lisa Melsopp, Teacher (Year 2) 6. Marsha Flood, Teacher (Year 2) 	<p>Turning Point Academy</p> <ol style="list-style-type: none"> 1. Phyllis Lewis, Principal 2. Gary Molenaar, Asst. Superintendent 3. Jade Barnett, Teacher (Year 1) 4. James Sierotko, Teacher (Year 3) 5. Susan Malvone, Teacher (Year 1) 6. Maha Youssef, Teacher (Year 3)

Administrators Appointed to Committee:

Name and Title: Russell Hudson, Director of Human Resources

Name and Title: Matthew Scanlon, Assistant Superintendent for Operations and Security

Name and Title: Elizabeth Fuzy, Principal

Name and Title: Stacy Rieger, Principal

Name and Title: Jennifer Nesi, Vice Principal

District Contact: *Russell Hudson*

Email: rhudson@escnj.us

Phone: *732-777-9848 X3310*

Teacher Mentoring Plan

Board of Education Review Notification

The Educational Services Commission of New Jersey has received and approved the local mentoring plan developed by the ESCNJ. The Educational Services Commission of New Jersey's Board of Trustees and assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J.A.C. 6A:9-8.4.

A copy of the district profile sheet and the board of education's review of the plan have been attached.

Signature of Board of Education President

Date

Signature of Board of Education Vice President

Date

Self-Assessment Tool for District Mentoring Plan
(To be completed by April 30 of the 2024 - 2025 School Year)

District-wide Planning Process	Y	N	Partial
Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local School Improvement Panel (SciP) to develop a mentoring plan aligned with state regulations?	X		
Does the SCIP monitor implementation of mentoring program and use feedback to adjust and make improvements?	X		
Criteria-based Selection and Matching of Mentors			
Does our district mentoring plan include at least the criteria for mentor selection in state regulations?	X		
Are mentors selected based on the criteria stated in state regulations?	X		
Does our district have criteria for matching mentors and novice teachers?	X		
Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?	X		
Mentor Services			
Do mentors receive training in the skills of conferencing and feedback?	X		
Do mentors receive training in the skills or providing support in areas of curriculum, instruction and assessment?	X		
Is there a specified expectation regarding the frequency in interactions (conferences, observations) between the mentor and novice teacher?	X		
Novice Teacher Services			
Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers?	X		
Are novice teachers brought together regularly during the year for networking opportunities?			X
Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?	X		
School Leader Services			
Do school leaders model a range of ways to support novice teachers at their schools?	X		
Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?	X		
Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?	X		
District Board of Education and Community			
Do all district staff and parents know that there is a rigorous mentoring plan for quality induction programs in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?			X
Is the community invited to support district efforts to nurture novice teachers?			X
On Going Program Evaluation			
Does the SciP engage in ongoing assessment (Process/formative evaluation) of the mentoring for quality induction program?			X
Does the SciP gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?			X

Evaluation of the Mentoring Process

(To be completed by April 30, 2024 and returned to Russell Hudson)

Mentor Survey

Please complete the following survey: The results are not intended for evaluation of individual mentor teachers. Rather, your answers will be compiled to provide data for the improvement of the support team.

Directions: Please check the appropriate rating.

I. How well did you orient your mentee to the following:

	Consistently	Half the time	Less than half the time	Not at all
The Building and Staff				
The Community				
School Rules and Policies				
Classroom rules and Policies				
The Nature and Needs of the Students				
The content to be Covered				

II. Please choose a response for each item that indicates your level of need for assistance in the area described.

Possible Responses:

- 1. Little or None 2. Some Need 3. Moderate Need 4. High Need 5. Very High Need**

- Learning more about what is expected of me as a mentor.
- Collecting Classroom observation data.
- Diagnosing needs of my novice teacher.
- Interpersonal skills.
- Assisting my novice teacher with classroom management
- Helping my novice teacher develop a variety of effective teaching strategies.
- Using Principles of adult learning to facilitate professional growth of my novice teacher.
- Socializing my novice teacher into the school culture.
- Helping my novice teacher maintain student discipline.
- Helping my novice teacher design a long-range professional development plan.
- Finding resources and materials for my novice teacher.
- Providing emotional support for my novice teacher.
- Co-teaching with my novice teacher.
- Managing my time and work.
- Problem solving strategies.
- Helping my novice teacher motivate students.
- Helping my novice teacher diagnose student needs.
- Helping my novice teacher understand the behavior plan development process.
- Helping my novice manage challenging behaviors.

Evaluation of the Mentoring Process

(To be completed by April 30, 2024 and returned to Russell Hudson)

Mentee Survey

- I. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible Responses:

1. Little or None 2. Some Need 3. Moderate Need 4. High Need 5. Very High Need

- Finding out what is expected of me as a teacher.
- Communicating with the principal.
- Communicating with other teachers.
- Communicating with parents.
- Organizing and managing my classroom.
- Managing challenging behaviors, including developing effective behavior management.
- Obtaining instructional resources and materials.
- Planning for instruction.
- Managing my time and work.
- Diagnosing student needs.
- Evaluating student progress.
- Motivating students.
- Collaborating with and managing classroom staff.
- Understanding the curriculum.
- Completing administrative paperwork.
- Using a variety of teaching methods.
- Facilitating group discussions.
- Grouping for effective instruction.
- Administering standardized achievement tests.
- Understanding the school system's teacher evaluation process.
- Understanding my legal rights and responsibilities as a teacher.
- Dealing with stress.
- Dealing with union-related issues.
- Becoming aware of the services provided by the school district.

- II. Please respond to the following items.

1. List any professional needs you have that are not addressed by the preceding items.
2. What additional types of support should the school district provide?

III. Please respond to the following tables:

<i>Please put an "X" under the appropriate rating:</i>	All the Time	Half the Time	Less than Half the Time	Not at All
How Regularly did your mentor use the following to help you grow?				
Mutual Goal-setting planning				
Other Methods of Observation and Data Collection				
Conferring				
Log-keeping				
How often did you discuss the following with your mentor?				
What to teach and why?				
How to teach and why?				
How to Evaluate?				
How to use classroom assessments to inform instruction?				

<i>Please put an "X" under the appropriate rating:</i>	Very	Somewhat	Not at all
Evaluate how you feel about the following:			
Secure?			
Self-confident?			
Professional?			
Comfortable with colleagues?			
Comfortable with students?			
Did your mentor help you to develop an effective professional relationship with the following?			
Your Principal?			
Your superintendent?			
Other Faculty?			

Comments:

The Educational Services Commission Teacher Mentoring Plan

Vision and Goals

Vision

The purpose of the ESCNJ's Novice Teacher Mentoring Plan is to facilitate the professional and personal growth of beginning teachers to the highest levels possible during the initial year of teaching. By supporting the needs of novice teachers through a collaborative effort we strive to help the beginning teacher acquire the knowledge and skills necessary to experience a successful induction period.

Goals

- To enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement.
- Supporting new teachers in their professional growth as measured by the Stronge framework for teaching.
- Acclimate novice/new teachers to district policy and school/community culture.
- To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- Strategically place master teachers to coach and observe novice/new teachers.
- To assist novice teachers in the performance of their duties.
- To assist novice teachers in adjusting to the challenges of teaching.
- To improve teaching performance through learning-focused mentoring.
- To provide novice teachers with opportunities for reflection and self-assessment.
- To retain promising novice teachers.

The Educational Services Commission of New Jersey

2024 - 2025 Teacher Mentor Plan

Section 1: Mentor Program Goals

1. Identify and attract qualified, knowledgeable teachers to serve as mentors to novice teachers.
2. Train mentors to enhance personal and professional skills needed to work with and guide novice teachers.
3. Ensure confidentiality in the mentor-novice relationship.
4. Provide professional development opportunities for the novice, especially in day-to-day activities, core curriculum content standards, and exemplary teaching skills.
5. Provide a contingency plan in the event that problems arise in the relationship between mentor and novice or that the relationship is unable to continue.
6. Provide a collaborative setting to promote positive and productive interactions.

Application Process

1. Notice of vacancy is distributed to all tenured staff.
2. Mentor applications and reference forms are available from each building principal.
3. Completed applications and reference forms are returned to the Director of Human Resources by interested applicants by the deadline indicated.
4. Director of Human Resources in conjunction with building principal screens and selects mentors using the mentor criteria selection checklist.

Mentor Selection Criteria

1. The teacher is tenured in the district and actively teaching with an effective or highly effective evaluation rating or, in the event that such a teacher is unavailable, a certified teacher with at least four years of experience, having effective or higher evaluation ratings, may be selected.
2. The teacher is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
3. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy as indicated through an effective or highly effective evaluation rating for two consecutive years.
4. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible, and where not possible, in a closely aligned subject area.
5. The teacher is knowledgeable about the social/workplace norms of the school, the board of education and the ESCNJ community.
6. The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
7. The teacher agrees to complete a comprehensive mentor-training program.

Provisions for Comprehensive Mentor Training

Prior to beginning the assignment, mentors will receive a minimum of one session of training in teacher observation and conferencing and effective instruction skills based on the Stronge Evaluation model.

1. Mentors will receive an orientation session covering program expectations, participant responsibilities, program activities, confidentiality, Achieve NJ legislation, and practical information.
2. Mentors will receive a minimum of one session of continuing mentor training per year as available.
3. Additional support for mentors will be provided via periodic meetings with administration and/or other professional development activities.

Mentor Teacher Responsibilities

A mentor teacher shall:

- Serve as a professional role model in both professional and classroom practice.
- Foster a trusting and confidential relationship.
- Serve as coach offering constructive criticism and feedback.
- Meet with novice teacher at least twice weekly in first ten weeks, and weekly thereafter. Documentation of all meetings shall be kept in the monthly mentoring documentation log.
- Provide appropriate and professional feedback after a non-evaluative observation or visitation.
- Model effective instructional techniques for the novice teacher.
- Orient the novice teacher to district and school policies.
- Provide a variety of resources to help the novice begin forming a repertoire of effective strategies and techniques.
- Participate in training modules that will assist the mentoring process.
- Encourage the novice teacher to record needs, questions, or comments in a journal, using the journal for discussion purposes.
- Help the novice teacher identify material for their documentation log.

The Educational Services Commission of New Jersey Teacher Mentoring Plan

Professional Learning Components for Mentors

The Educational Services Commission will train and support first time mentors to ensure that these components are aligned with the New Jersey Professional Standards for Teachers, Achieve NJ professional development requirements, and the New Jersey Professional Development Standards and Stronge teacher practice standards.

Training components may include:

- Roles and responsibilities of mentors.
- Communication skills.
- Trust building and interpersonal relationships.
- Adult learning theory.
- Observation and conferencing skills.
- Collegial coaching strategies.
- Planning and time management.
- Challenges of mentoring.
- Questioning techniques.
- Using standards-based formative assessments.
- Designing professional growth activities.
- Networking and reflection.

The Educational Services Commission Mentor Application

This form indicates your desire to mentor a novice teacher. A copy must be submitted to your principal and to the office of the Superintendent of Schools.

Name: _____ School: _____

Email: _____ Years in District: _____

Please check any that apply:

- _____ I have been a mentor teacher.
- _____ I have been a cooperating teacher.
- _____ I have received training in working in a mentoring position from a formal course.
- _____ I have maintained effective or higher evaluation ratings in the past 2 years.
- _____ I have attained tenured status.

Previous mentoring experience (please list any prior mentoring experience, name of novice teacher, and year):

Previous mentor training (please list courses attended):

It is the responsibility of the applicant to get the signature of the principal, the superintendent, and a colleague to verify the following statement:

"The applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. This applicant will be able to help the Novice Teacher face the realities of teaching, set appropriate goals, and model effective teaching practice."

Principal _____ Date: _____

Director of H.R. _____ Date: _____

Colleague _____ Date: _____

Mentoring Contract

The mentoring contract brings together the mentor, the novice teacher, and the principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal make it clear that the novice teacher is a colleague, and that collegial relationship strengthens the education of the novice teacher's students.

The mentor and the novice teacher hereby agree:

- *To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.*
- *To keep all shared information and discussions confidential.*

The mentor hereby agrees:

- *To review the background of the novice teacher to provide the type and amount of support indicated by this background.*
- *To attend the novice teacher's classes regularly and provide the novice teacher with feedback, coaching, and support.*
- *To be available for informal support and consultation.*

The novice teacher hereby agrees:

- *To observe the mentor's teaching, as well as the teaching of other experienced professionals.*
- *To work on following the suggestions which the mentor makes.*
- *To seek out the mentor for answers to questions that may arise.*

The superintendent or designee hereby agree:

- *To observe and evaluate the novice teacher.*
- *To provide support to both the mentor and the novice teacher.*
- *Not to solicit evaluative comments from the mentor regarding the novice teacher.*
- *To allow the mentor up to five periods of release time to observe the novice teacher, if needed.*

All the signers agree:

- *To follow all New Jersey regulations for mentoring aligned with the NJ Professional Standards for Teachers as outlined in the district mentoring for quality induction program.*

Mentor: _____ Date: _____

Novice Teacher: _____ Date: _____

Director of Human Resources: _____ Date: _____

**The Educational Services Commission of New Jersey
Professional Learning Components for Novice Teachers**

The Educational Services Commission of New Jersey will train and support Novice teachers using mentors, professional trainers, resources, and materials to ensure these components are aligned with the New Jersey Professional Standards for Teachers and the New Jersey professional Development Standards. Training components may include:

- New teacher orientation
- Understanding and applying the New Jersey professional Standards for Teachers
- Working within the Stronge Framework for Teachers
- Working effectively with a mentor
- Classroom and behavior management
- Meeting the needs of diverse learners
- Lesson planning
- Time Management
- Self-assessment and reflection activities
- District and School Policy
- Effective communication
- Technology and its uses for instruction
- Special Education law and requirements
- Harassment Intimidation and Bullying (ABR)

District mentoring Plan: Mentor Reflection Sheet

Finish the statements:

1. One real benefit of being a mentor was:
2. The biggest Challenge I had this year as a mentor was:
3. As a mentor, I wish I had known:
4. The most important thing I learned from my novice teacher was:
5. One problem my novice teacher had where I did not have the tools to handle was:
6. If I were to pass advice onto a new mentor, It would be:
7. Mentor training programs should emphasize:
8. Additional Comments:

District Mentoring Plan: Novice Reflection Sheet

Please fill in the statements.

1. The biggest challenge I had this year was:
2. During this first year, I wish I had known:
3. One problem I did not have the tools to handle was:
4. One benefit of having a mentor was:
5. The most important thing I learned from my mentor was:
6. If I was a mentor and had a novice teacher, I would be sure to:
7. Mentor Training program should emphasize:
8. Additional Comments:

20-Day Mentor/Novice Alternate Route Teachers

I. *FIRST* (Framework for Inducting, Training, and Supporting Teachers (Louisiana Department of Education, 2007) Program Goals:

- Effective classroom management procedures and routines
- Effective instructional practices
- Sensitivity to and understanding of the school community
- Lifelong learning and professional growth
- District's vision and mission statements.
- Staff/faculty rosters
- Professional Teaching Standards
- District student code of conduct
- Examples of classroom management plans
- Checklists of "must do's" before school starts
- Overview of Diagnostic Reading assessment, RealTime web based teacher planner/grade book, school wide quarterly assessments (6-8)
- Interest surveys for students
- Tips on teacher/parent relations
- Tips on classroom management
- A "success journal" for teachers' daily classroom experiences
- New Jersey Student Learning Standards

2014 Achieve NJ Expanded Mentoring Support and Guidelines

Achieve NJ maintains the State's system of support for novice teachers and recognizes that experienced teachers who are new to a district also need specialized support during their first year. Accordingly, districts will expand their mentoring plans to include systems of support for all new teachers, not just novices entering the profession for the first time. Under Achieve NJ all novice teachers in the provisional teacher program will continue to be paired with an experienced teacher who serves as a mentor for one year.

Mentors of novice teachers are required to be trained and are expected to provide regular, confidential guidance and support, including observing and providing feedback, modeling strong practice, and initiating conversations about professional practice. Novice teachers will be evaluated by their supervisor, but evaluation results in the first year are not linked to tenure attainment.

All novice teachers and experienced teachers new to a district will receive a comprehensive orientation to the district's policies and procedures, including, in particular, training on the evaluation system.

In addition to a district orientation, experienced teachers new to the district will receive tailored support including occasional mentorship by a supervisor, colleague or team. The nature and intensity of these supports will be determined by the supervisor in consultation with the new teacher during the creation of the individual professional development plan upon transfer to the district.