

WARREN HILLS REGIONAL SCHOOL DISTRICT

WARREN COUNTY

LOCAL MENTORING PLAN

2026-2027



The Warren Hills Regional School District challenges and empowers a dynamic, diverse student body in a supportive learning environment by providing academic and co-curricular opportunities to become successful, productive members of the global community.

Welcome to Warren Hills!

Thank you for choosing Warren Hills Regional School District.

Beginning a new teaching position is exciting, rewarding, and challenging. Our goal is not simply to help you survive your first year, we want you to thrive.

Every educator deserves a trusted colleague, thoughtful feedback, and a team that genuinely wants them to succeed. This mentoring program is designed to provide those supports while helping you become part of the Warren Hills family.

I look forward to working with you throughout your career here.

Nicholas Diaz

Dr. Nicholas Diaz
Superintendent

A. Local Mentoring Plan Checklist

Required	Components of Mentoring Plan	Included
√	Title Page	√
√	Table of Contents	√
√	Section 1: District Profile • District Profile Sheet • Board of Education Approval Form [Fiscal Only Required]	√
√	Section 2: Needs Assessment • Current Assessment of the Mentoring for Quality Induction Program (reflection of past process and projection for future progress) • Current Needs of District Mentoring Plan	√
√	Section 3: Vision and Goals • Mentoring Program Vision • Mentoring Program Goals (measurable; aligned with New Jersey Professional Standards for Teachers)	√
√	Section 4: Mentor Selection • Guidelines for Selection of Mentors • Application Process and Criteria for Selection of Mentors	√
√	Section 5: Roles and Responsibilities for Mentors	√
√	Section 6: Professional Learning Components for Mentors (aligned with New Jersey Professional Standards for Teachers)	√
√	Section 7: Professional Learning Components for Novice Teachers (aligned with New Jersey Professional Standards for Teachers)	√
√	Section 8: Action Plan for Implementation (with timeline)	√
√	Section 9: Resource Options Used	√
√	Section 10: Funding Resources (state or district support)	√
√	Section 11: Program Evaluation (e.g. – evidence of teacher retention, impact on teacher effectiveness and student learning)	√

Warren Hills Regional School District

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SECTION 1: DISTRICT PROFILE

A. District Profile Sheet

The district profile sheet reflects anticipated mentoring data for the 2026-2027 school year and shall be updated as staffing and certification information becomes available.

Name of District: Warren Hills Regional School District

District Code: 5465 County Code: 41

District Address: 89 Bowerstown Road

Washington

New Jersey 07882

Chief School Administrator: Dr. Nicholas Diaz

Mentoring Program Contact: Dr. Nicholas Diaz

Mentoring Program Contact Phone: (908) 689-3143

Mentoring Program Contact Email: diazn@warrenhills.org

Type of District (check one): ☐ K-5 ☐ K-6 ☐ K-12 ☒ 7-12 ☐ 9-12

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 1

Number of **novice** teachers with a Certificate of Eligibility with Advanced Standing: _____

Number of **novice** special education teachers with a standard license: N/A

Number of Mentors: 1

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

K-5 _____ 7-8 _____ 9-12 1 Special Education (all grades) _____

SECTION 1: DISTRICT PROFILE
B. District Board of Education Approval and Comment Form

District: Warren Hills Regional Code: 5465

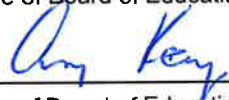
County: Warren Code: 41

	Completed		Comments
	Yes	No	
Section 1: District Profile a. District Profile Sheet b. LPDC Signoff Sheet c. Board of Education Approval Form			
Section 2: Needs Assessment a. Current Assessment of Mentoring Program b. Current Needs of District Mentoring Plan			
Section 3: Visions and Goals a. Mentoring Program Vision b. Mentoring Program Goals			
Section 4: Mentor Selection a. Guidelines for Selection of Mentors b. Application Process and Criteria for Selection of Mentors			
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Section 8: Action Plan for Implementation			
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Section 10: Funding Resources*	X		BOE Approval August 18, 2026
Section 11: Program Evaluation			

SECTION 1: DISTRICT PROFILE**C. District Board of Education Approval and Comment Form**
(Continued)**District Board of Education Approval Notification**

The Warren Hills Regional Board of Education assures that the submitted plan has been reviewed for its fiscal component [page 30].



(Signature of Board of Education President)

(Signature of Board of Education, Vice-President)

DATE

SECTION 2: NEEDS ASSESSMENT

A. Current Assessment of Mentoring Program

The district reviewed mentor and novice teacher surveys, mentoring logs, retention data, feedback from monthly new staff meetings, and input from administrators and the School Improvement Panels.

Place an "X" in the box that is appropriate for each item.

District-wide Planning Process	Yes	No	Partially
- Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local Professional Development Committee (LPDC) to develop a mentoring plan aligned with state regulations? - Does the LPDC monitor implementation of the 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? - Are mentors selected based on the criteria stated in the regulations? - Does our district have criteria for matching mentors and novice teachers? - Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?	X		
Mentor Services			
- Do mentors receive training in the skills of conferencing and feedback? - Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment? - Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher?	X		
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? - Are novice teachers brought together regularly during the year for networking opportunities? - Are novice teachers given times 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? - Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers? - Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers?	X		
District Board of Education and Community			
- Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers? - Is the community invited to support district efforts to nurture novice teachers?			X
On-going Program Evaluation			

- Does the district engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program? - Does the district gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?	X		
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SECTION 2: NEEDS ASSESSMENT

B. Current Needs of District Mentoring Program

The Warren Hills Regional School District continues to analyze the district mentoring program for novice teachers and plans modifications and adjustments based on the data collected from the June Teacher Evaluation Survey and the monthly new staff meetings. Additionally, the district ensures the plan is in alignment with the New Jersey Professional Development Standards. The focus for plan improvement includes the following areas:

- Continued mentor training on the teacher evaluation system, feedback, curriculum, instruction, and assessment;
- Opportunities to increase frequency of interaction between the mentors and novice teachers; and
- Improved communication with district staff, board of education, and community members on the induction program and its impact.

SECTION 3: VISION AND GOALS

A. Mentoring Plan Vision

The Warren Hills Regional School District is committed to ensuring that every new teacher experiences a successful first year by providing meaningful mentoring, collaborative support, and opportunities for professional growth. We believe that outstanding teachers are developed through strong relationships, continuous learning, and a culture where every educator feels supported, valued, and connected to our school community.

SECTION 3: VISION AND GOALS

B. Mentoring Plan Goals

The Warren Hills Regional School District's mentoring goals are aligned with the Professional Standards for Teachers in N.J.A.C. 6A:9C-3.2 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. The district utilizes the New Jersey Department of Education's professional development definition in N.J.A.C. 6A:9C-3.2 to guide its goals:

6A:9-15.2 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 NJSLs.

(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:9-15.3.

Source: <http://www.nj.gov/education/profdev/regs/pddef.pdf>

The comprehensive mentoring program will:

- Assist first-year teachers in the performance of their duties and adjustment to the challenge 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 Student Learning Standards (NJSLS) to facilitate student achievement and growth.

The Warren Hills Regional School District is committed to achieving all four of these goals in its mentoring program. Moreover, the district will utilize the Standards for Professional Learning in order to maximize each novice teacher's potential and to achieve the stated goals:

6A:9-15.3 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.

Source: <http://www.nj.gov/education/profdev/regs/pddef.pdf>

Novice provisional teachers holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing shall receive one-to-one mentoring that includes planned, weekly, in-person contact for a minimum of 30 weeks.

Mentors assigned to novice provisional teachers holding a CEAS shall meet with the novice teacher at least twice per week during the first four weeks of the assignment. Mentors assigned to novice provisional teachers holding a CE shall meet with the novice teacher at least twice per week during the first eight weeks of the assignment. All required mentoring contact shall be documented.

SECTION 4: MENTOR SELECTION

A. Guidelines for Selecting Mentors

Administrative team members consider the *Qualities of Effective Mentors* listed below as the basis for selection.

Attitude and Character	Professional Competence and Experience
Communication Skills • Is able to articulate effective instructional strategies • Listens attentively • Asks questions that prompt reflection and understanding • Offers critiques in positive and productive ways • Uses e-mail effectively • Is efficient with the use of time • Conveys enthusiasm and passion for teaching • Is discreet and maintains confidentiality	Interpersonal Skills • Is able to maintain a trusting professional relationship • Knows how to express care for a novice teacher's emotional and professional needs • Is attentive to sensitive political issues • Works well with individuals from different cultures • Is approachable; easily establishes rapport with others • Is patient

• Willing to be a role model for other teachers • Exhibits strong commitment to the teaching profession • Believes mentoring improves instructional practice • Willing to advocate on behalf of colleagues • Willing to receive training to improve mentoring skills • Demonstrates a commitment to lifelong learning • Is reflective and able to learn from mistakes • Is eager to share information and ideas with colleagues • Is resilient, flexible, persistent, and open-minded • Exhibits good humor and resourcefulness • Enjoys new challenges and solving problems	• Is regarded by colleagues as an outstanding teacher • Has excellent knowledge of pedagogy and subject matter • Has confidence in his/her own instructional skills • Demonstrates excellent classroom management skills • Feels comfortable being observed by other teachers • Maintains a network of professional contacts • Understands the policies and procedures of the school, district, and teacher's association • Is a meticulous observer of classroom practice • Collaborates well with other teachers and administrators • Is willing to learn new teaching strategies from novice teachers
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Source: Creating a Teacher Mentoring Program (p.8), National Foundation for the improvement of Education (NFIE), Fall 1999, Washington D.C.: NFIE Reprinted with permission.

SECTION 4: MENTOR SELECTION

B. Application Process and Criteria for Selection of Mentors

The criteria below, as developed by the New Jersey State Department of Education Mentoring Task Force, will be used in selecting mentors in Warren Hills:

- A certified tenured teacher performing satisfactorily based on observations and evaluations;
- A teacher committed to the goals of the local mentoring plan;
- A teacher who has agreed to maintain the confidential nature of the mentor /novice teacher relationship;

- A teacher who has demonstrated exemplary command of content area knowledge and of pedagogy;
- A teacher who is experienced and certified in the subject area in which the novice teacher is teaching, when possible;
- A teacher who is knowledgeable of the cultures and workplace norms of the district and the community;
- A teacher who is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher; and
- A teacher who agrees to complete a comprehensive mentor-training program.

Regulations were adopted by the New Jersey Department of Education affecting the criteria for the selection of mentors and the mentor-training program:

- Wherever possible, certification in the same subject area as novice teacher;
- Mentor demonstrates a record of success in the classroom;
- Mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation;
- In cases where a summative evaluation is delayed, mentor has earned rated of Effective or Highly Effective on teacher practice instrument;
- Mentor is currently active and has had at least three years teaching experience, with at least two completed within the previous five;
- Understands resources and opportunities available and is able to act as referral source;
- Understands social and workplace norms of the district and community;
- Mentor agrees to maintain confidentiality;
- Mentor may not serve as mentee's direct supervisor or conduct evaluations;
- Training of mentors required;
- District makes provision for training; and
- Training program 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.

Teaching staff, who qualify under the State's Criteria for Selection of Mentor Teachers as listed above, are invited to complete an application to become a mentor. As a vacant staff position fills, the district administrators, in consultation with building principals, will pair the novice teacher to a trained, qualified, and selected mentor from the cohort.

The application to be considered for a mentor teacher follows.

Part A. Warren Hills Regional Mentor Teacher Application

I am interested in being considered for the position of a mentor teacher in the district's mentoring for quality induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance.

Name:		Years of Experience at Warren Hills:	
School:		Years in Education:	
Position:		Summative Rating on the Latest Teacher Evaluation	

1. Why do you want to be a mentor? What do you hope to gain from the mentoring experience?
2. What specific personal and professional qualities do you possess that would make you a successful mentoring candidate?
3. How are you keeping current with your own professional development? What steps are you taking to be up to date on issues of curriculum, assessment, the teacher evaluation system, and *the district's current educator evaluation system, Commissioner-approved teacher practice instrument, and applicable NJDOE guidance*

Signature: _____ Date: _____

Part B. For Office Use Only
Principal's Mentor-Novice Teacher Proposed Selection

School: _____

Principal's Name: _____

I have selected (name of mentor) _____

who currently holds the position of (subject/grade level) _____

to serve as a mentor teacher to (name of novice teacher) _____

who has been appointed to the position of (subject/grade level) _____

Principal's Signature: _____ Date: _____

Source: Adapted from Beyond Mentoring: How to Attract, Support, and Retain New Teachers (pp. 128-129) by J. Saphier, S. Freedman & B. Aschheim, 2001, Newton, MA: Teachers²¹. Used with permission.

Part C. For Office Use Only
District Administrator's Mentor-Novice Teacher Endorsement

District Administrator's Name: _____

District Administrator's signature of endorsement: _____

Date: _____

Note: In the event the building principal and the district administrator do not agree on the final mentor-novice teacher selection, the Superintendent will make the final decision after a review of the mentor-novice teacher proposal.

SECTION 5: ROLES AND RESPONSIBILITIES

A mentoring contract brings together the mentor, the novice teacher, and the principal and delineates each person's responsibilities.

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;
- To maintain a mentoring log (refer to pages 20-21); and
- To participate in collaborative professional learning activities.

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 several times and provide the novice teacher with feedback, coaching, and support;
- To be available for informal support and consultation; and
- To actively participate in the district mentor training.

The novice teacher hereby agrees:

- To observe the mentor's teaching, as well as the teaching of other experienced professionals;
- To consider following the suggestions the mentor makes;
- To seek out the mentor for answers to questions that may arise; and

The principal hereby agrees:

- 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; and
- To allow the mentor and novice teachers release time for informal observations, when possible and/or as needed.

The district shall administer mentor compensation in accordance with applicable law, regulation, Board approval, and any applicable collective negotiations agreement. The novice teacher shall not pay the mentor directly. .

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; and
- After due effort, the mentor or novice teacher have the right to terminate the relationship if the experience is unsatisfactory.

Mentor _____

Date _____

Novice Teacher _____

Date _____

Principal _____

Date _____

Novice Provisional Teacher Mentoring Log Template

In accordance with current New Jersey administrative code, mentors assigned to novice provisional teachers shall document required mentoring contact and activities. The mentoring log shall include the dates, duration, type of interaction, and topics addressed during the mentoring relationship.

Mentoring logs shall be submitted to the district administrative office according to the schedule established in this plan and shall be retained by the district. The logs may also be used to confirm completion of mentoring requirements and to support the district's mentor payment process.

Mentor compensation shall be administered by the district in accordance with applicable law, Board approval, and any applicable collective negotiations agreement. A novice teacher shall not pay a mentor directly.

The mentoring log template on the following page shall be used unless the district approves an equivalent electronic or paper format.

MENTORING LOG

Novice Teacher:		Signature:	
Mentor Teacher:		Signature:	
Date Submitted:		Logs are due to the Curriculum Office on the first Monday of October, December, February and April	

Date		Time Spent	Type of Interaction	Topic(s) Discussed	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

SECTION 6: PROFESSIONAL LEARNING COMPONENTS FOR MENTORS

A. List of Professional Learning Opportunities

Before Mentoring Begins

- Mentors receive training in communications, teacher observation model, conferencing, and effective instruction skills;
- Mentors attend an orientation session covering program expectations, participant responsibilities, and program activities;
- Mentors meet with novice teachers to discuss practical considerations for the opening of school, such as room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week. In addition, they will establish a tentative schedule of meetings and observations; and
- Mentors and novice teachers sign a confidentiality and "No-fault" agreement.

During the First Month of School:

- Mentor/novice teacher meet *at least* once per week for the first four weeks of assignment and begin to document their discussions and activities using the provided mentoring log;
- Mentor leads mentee in guided self-assessment on district's teacher practice instrument and reviews the online resource library and other professional development materials;
- Mentor assists the novice teacher's development of the PDP and supports its completion within the first 30 days of school;
- Mentor reviews important policies and regulations, including staff social networking policy and special education compliance requirements; and
- Mentor aligns support to mentee's preparation curriculum.

During the First Few Months of School

- Mentor meets with novice teacher *at least* once per week for the second month of school to discuss issues of instruction, classroom management, parent communication, and other pertinent information;

- Mentors provide emotional support to novice teachers; and
- Mentors observe novice teachers and provide non-evaluative feedback, documenting their discussions and activities using the provided mentoring log.

During the Remaining Months of the School Year

- Mentors and novice teachers continue to meet and complete the mentoring log; and
- Mentors and novice teachers establish a dialogue on effective teaching.

At the End of the School Year

- Mentors and novice teachers evaluate the program;
- Mentors submit logs to district curriculum office;
- Payment of mentors overseen by the district administrative office [Note: Novice teaches may NOT pay mentors directly.]; and
- Completion of all required paperwork in conjunction with administration.

SECTION 6: PROFESSIONAL LEARNING COMPONENTS

FOR MENTORS

B. Explanation of How Plan Aligns with **NJ Professional Standards for Teachers**

We, as a district, believe effective educators are life-long learners and professional development must be job-embedded and an on-going process of refining skills and of improving our instructional practice. In addition, professional development must engage each educator in a collegial and collaborative dialogue with other educators and education partners to broaden the knowledge and expertise needed to guide students toward the successful attainment and mastery of the New Jersey Student Learning Standards so they are college and career ready. We further believe that effective implementation of new techniques requires financial support, time and planning. Thus, the district's mentoring plan aligns with the NJ Professional Standards for Teachers on a number of levels.

Area	Standards Addressed	Explanation
Informal classroom visitations	Standard 1 (Subject Content Knowledge), Standard 2 (Human Growth and Development), Standard 3 (Diverse Learning), Standard 4 (Instructional Planning and Strategies), Standard 5 (Assessment), Standard 6 (Learning Environment), Standard 7 (Special Needs), Standard 8 (Communication), and Standard 10 (Professional Development)	Addressed when a mentor visits a classroom of a novice teacher, there is an opportunity to observe what is happening in the classroom. By using reflective questioning techniques, the mentor helps the novice teacher begin to set goals. The information gathered from the visitation can then be used to support the novice teacher's reflection in planning for their continuous professional growth.
Questioning techniques	Standard 4 (Instructional Planning and Strategies) and Standard 10 (Professional Development)	Addressed when the mentor skillfully employs questioning techniques that challenge and stretch both the mentor and novice teacher to reflect on their classroom practices that enhance student learning.

Collegial coaching	Standard 1 (Subject Content Knowledge), Standard 3 (Diverse Learning), Standard 4 (Instructional Planning and Strategies), Standard 5 (Assessment), Standard 6 (Learning Environment), Standard 7 (Special Needs), and Standard 10 (Professional Development)	Addressed through the four phases in the collegial coaching style: planning, observation of the teaching performance; reflection time; and debriefing. Mentors know their responsibilities in planning with the novice teacher what specifically will be observed in the domains and elements of the new teacher evaluation system, writing observation notes to share during the debriefing and helping the novice teacher reflect on instructional actions. Debriefing also includes problem-solving to effect changes in instructional practices as noted on the new teacher evaluation's learning maps, along with any needed references to the instructional model's resource library.
Designing professional growth activities	Standard 8 (Communication), and Standard 10 (Professional Development)	Addressed by helping the novice teacher move from dependence to self-direction through the mentoring process with the guidance and direction of the mentor. The mentor and professional development opportunities provide the tools for the novice teacher to achieve and effectively plan for ongoing professional development activities.
Ongoing networking opportunities	Standard 8 (Communication), Standard 9 (Collaboration and Partnership), and Standard 10 (Professional Development)	Addressed through frequent opportunities that mentors experience to share successes, to problem solve and to share effective instructional strategies. Focus groups in each building and across curricula, and professional development courses provide opportunities for mentors to model and be

		engaged in continuous professional learning.
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SECTION 7: PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

A. List of Professional Learning Opportunities

Before Mentoring Begins

- Novice teachers attend an orientation session addressing program expectations, participant responsibilities, and program activities.
- Novice teachers meet with mentors to discuss practical considerations for the opening of school, such as room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week. In addition, they will establish a tentative schedule of meetings and observations;
- Novice teachers and mentors sign a confidentiality and “No-fault” agreement; and
- Novice teachers review the schedule for the new staff monthly meetings.

During the First Month of School

- Novice teacher meets at least (required) once per week with mentor for the first four weeks of assignment and begins to document discussions and activities using the provided mentoring log;
- Novice teacher completes a self-assessment on district’s teacher practice instrument and reviews the online resource library and other professional development materials in order to prepare for administrative observations;
- Novice teacher develops and completes the PDP (Professional Development Plan) within the first 30 days of their assignment, including PDP approval by the building principal;
- Novice teacher examines the *SGO Guidebook* with mentor to establish the process for development and completion of writing SGO’s (Student Growth Objectives)
- Novice teacher and mentor review the *applicable NJDOE guidance* documents regarding components of teacher evaluation;
- Novice teachers observe the mentor teacher’s classroom at least monthly.
- Novice teachers receive feedback from mentors; and

- Novice teachers review important policies and regulations, including staff social networking policy and special education compliance requirements

During the First Few Months of School

- Novice teacher meets with mentor at least (*required*) once per week for the second month of school to discuss issues of instruction, classroom management, parent communication, and other pertinent information;
- Novice teacher invites mentor into the classroom to provide non-evaluative feedback, continuing to document discussions and experiences on the mentoring log; and
- Novice teacher seeks support from mentor

During the Remaining Months of the School Year

- Novice teachers continue to meet with mentors and document their discussions and activities on the mentoring log;
- Novice teachers continue to observe in mentors' or other effective/highly effective teachers; and
- Novice teachers continue to dialogue with mentors on effective teaching using the learning map of the new teacher evaluation system;

At the End of the School Year

- Novice teachers and mentors evaluate the program;
- Completion of all required paperwork and fees paid.

First-Year Teacher Roadmap

Our goal is for every new teacher to finish the school year feeling confident, connected, and successful. The following roadmap outlines the major milestones of the first year at Warren Hills.

August

Getting Started

- New Teacher Orientation
- Meet your mentor and building administrators
- Set up classroom and technology
- Review district policies and procedures
- Become familiar with curriculum resources and pacing guides
- Establish goals for a successful first year

September

Building Relationships

- Develop positive relationships with students and families
- Meet weekly with your mentor
- Complete your Professional Development Plan (PDP)
- Learn classroom routines and expectations
- Attend your first faculty and department meetings

October

Strengthening Instruction

- Observe experienced teachers
- Invite your mentor into your classroom for feedback
- Continue refining classroom management strategies
- Reflect on instructional practices and student engagement

November

Growing as a Professional

- Strengthen communication with families
- Participate in district professional learning opportunities
- Collaborate with colleagues through department meetings and PLCs
- Continue regular mentor meetings

December

Reflection and Balance

- Celebrate successes from the first semester
- Reflect on instructional growth
- Review progress toward professional goals
- Plan adjustments for the second half of the year

January

Using Data to Improve Learning

- Analyze student performance data
- Adjust instruction based on student needs
- Continue classroom observations with mentor support
- Refine assessment practices

February

Expanding Your Impact

- Increase collaboration with colleagues
- Learn more about district initiatives and programs
- Continue developing instructional strategies for diverse learners

March

Leadership and Collaboration

- Participate in school improvement efforts
- Share successful instructional practices with colleagues
- Continue reflective conversations with your mentor

April

Preparing for Year-End Success

- Complete remaining evaluation requirements
- Prepare students for end-of-year assessments and projects
- Reflect on professional growth and identify future goals

May

Celebrating Growth

- Complete mentoring program reflections
- Evaluate progress toward professional goals
- Celebrate accomplishments with your mentor and colleagues
- Begin planning for your second year at Warren Hills

Throughout the Year

Every new teacher is encouraged to:

- ✓ Meet regularly with their mentor
- ✓ Ask questions and seek support
- ✓ Observe experienced colleagues
- ✓ Attend school events and activities

- ✓ Build relationships with students, families, and staff
- ✓ Continue learning through district professional development
- ✓ Reflect on successes and opportunities for growth

SECTION 7: PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

B. Explanation of How Plan Aligns with NJ Professional Standards for Teachers

Professional development for novice teachers must be aligned to the New Jersey Professional Standards for Teachers and be based upon the specific needs of the novice teacher: Throughout the areas listed below, the domains and elements of the district's approved instructional model will be referenced by the mentors in order to ensure the novice teachers' understanding of the new teacher evaluation system.

Area	Standards Addressed	Explanation
Informal classroom visitations	Standard 1 (Subject Content Knowledge), Standard 2 (Human Growth and Development), Standard 3 (Diverse Learning), Standard 4 (Instructional Planning and Strategies), Standard 5 (Assessment), Standard 6 (Learning Environment), Standard 7 (Special Needs), Standard 8 (Communication), and Standard 10 (Professional Development)	Addressed when a mentor visits a classroom of a novice teacher, there is an opportunity to observe what is happening in the classroom. By using reflective questioning techniques, the mentor helps the novice teacher begin to set goals. The information gathered from the visitation can then be used to support the novice teacher's reflection in planning for their continuous professional growth.
Lesson Planning	Standard 1 (Subject Matter Knowledge), Standard 4 (Instructional Planning and Strategies), and Standard 5 (Assessment)	Addressed by developing effective strategies that link curriculum, instruction, and assessment to reflecting on practice, in order to maximize learning by the novice teacher.
Classroom management	Standard 6 (Learning Environment)	Addressed through creating an atmosphere for learning in their classrooms, which includes maintaining authority, anticipating and responding to problems that surface, and establishing classroom routines.

		Gaining an understanding with successful application is critical for the novice teacher. The new model of teacher observation's domains and elements will be reviewed to assist in this area.
Designing professional goals	Standard 10 (Professional Development)	Addressed by helping the novice teacher develop long and short-term personal objectives through collaboratively working with the mentor to identify strengths and areas of improvement via the Professional Improvement Plan (PIP).
Induction	Standard 1 (Subject Content Knowledge), Standard 2 (Human Growth and Development), Standard 4 (Instructional Planning and Strategies), Standard 6 (Learning Environment), Standard 7 (Special Needs), Standard 8 (Communication), Standard 9 (Collaboration and Partnership), and Standard 10 (Professional Development)	Addressed through novice teachers attending orientation program and additional workshops in district policies and procedures, the NJSLS, the local curriculum, community agencies, and district initiatives.

SECTION 7: PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

C. Comprehensive Plan for the 20-Day Clinical Experience

Novice teachers who are entering teaching through the CE (alternate route) will be provided with a clinical experience of 20 days' duration or its equivalent as required by N.J.A.C. 6A:9-8.3(b)1, N.J.A.C. 6A:9-8.4(c)1(ix), and N.J.A.C. 6A:9-8.4(c)3. The clinical experience will be arranged by the building administrator utilizing, but not limited to, the following suggested strategies:

- The use of multiple mentors throughout the school day;
- The use of substitute teachers to allow veteran teachers to support the novice teachers;
- The extension of the intensive mentoring over a longer period of time;

- The reduction of required contractual days/hours due to the novice teachers' previous non-public experience and/or the completion of Phase 1A of regional training prior to employment;
- The scheduling of observations by the novice teachers in veteran teachers' classrooms during preparation periods and/or with substitute coverage;
- The opportunity for novice teachers to co-teach with veteran teachers during preparation periods and/or with substitute coverage;
- Allowing the new teacher orientation, fall professional development opportunities, and district in-service days (for a possible total of fifteen hours) to reduce the ninety-hour requirement;
- The arrangement of scheduling observations for novice teachers at locally offered public summer schools; and
- The arrangement of scheduling observations and/or classroom presentations for novice teachers throughout the duration of the district Extended School Year program.

SECTION 8: ACTION PLAN FOR IMPLEMENTATION

1. New staff will be hired;
2. Mentors-to-be complete application as indicated in Section 4B;
3. Administrators match new hires and mentors as indicated in Section 4B;
4. Mentor appointment is made at the beginning of the contracted starting period of the novice teacher;

Professional Learning Opportunity	Professional Standards for Teachers	Participants	Resources	Program Evaluation	Person in Leadership Role	Timeline
5. Orientation to District: introduction to key district personnel, review of district policies, curriculum, special services & technology, and teacher evaluation system, <i>applicable NJDOE guidance documents</i> , and	10	District and building level Administrators, WHREA representatives, School Improvement Panel (SciP) members, BOE, and community agencies	School handbooks, district forms, mentoring log, professional libraries, district website, and iObservation	Evaluation Form	Chief Academic Officer	August - September

classroom management plan;						
6. Meeting of mentors/novice teachers;	9	Novice teachers, mentors	Handouts, mentoring contract, schedules	Collegially developed between mentors/novice teachers	Chief Academic Officer	September
7. Debriefing meetings and new staff monthly meetings;	4, 5, 6, 7, 8, 10	Novice teachers, mentors	Handouts, mentoring logs	Evaluation Form	Facilitators of monthly new staff meetings	Ongoing
8. Ongoing collegial coaching/ observation;	10	Mentor/novice teacher	Mentoring logs	Discussions	Mentor	Ongoing

9. Novice teachers are evaluated by administrators minimally three times during the year;

10. Novice teachers complete mentoring process and mentors complete payment procedures, submitting mentoring logs;

11. Mentors and novice teachers provide feedback to the administrators and the ScIP about mentoring experiences and evaluation process; and

12. Update mentoring program based on evaluation data and any NJDOE new regulations and/or requirements.

Note: Any novice teacher who receives a partially effective or ineffective summative rating will receive a Corrective Action Plan (CAP) developed by the school's School Improvement Panel (ScIP) per NJDOE regulations and requirements.

The Local Mentoring Plan Section 8 Action Plan of monthly meetings will be updated annually after a review of the evaluations by the mentors, novice teachers, and administrators. Please refer to the addendum for the 2019-2020 school year's Section 8 Action Plan.

SECTION 9: RESOURCE OPTIONS USED

The resource options utilized for the development and implementation of Warren Hills Regional School District's Local Mentoring Plan include:

- Release time for mentors and novice teachers to conduct classroom visitations on an as needed basis;
- Access to a professional development library--hard copy and/or online;
- Support from administration – both district and school; and
- Provide training for interested mentor applicants and novice teachers.

SECTION 10: FUNDING RESOURCES

The Warren Hills Regional School District Board of Education is the major funding resource for the Local Mentoring Plan. Funding for the Local Mentoring Program may be utilized to provide the following: substitute teachers, training materials, fees for training presenters, mentor payments, and/or additional professional library resources. The local board of education must approve the fiscal components of the Local Mentoring Plan.

SECTION 11: PROGRAM EVALUATION

The evaluation process is a continuous goal of the district in all areas of professional development and in this mentoring plan, in particular. As we educate others, we too become educated as adult learners. The evaluation process is ongoing by the novice teachers in their reflections and discussions with their mentors, by their participation in professional development opportunities, and by their PDP's developed with their principals and mentors. All endeavors are verified to be aligned with the New Jersey Professional Standards for Teachers and the New Jersey Student Learning Standards.

Specifically, evaluative information will be gathered in any of the following ways:

- Participants' reactions – questionnaire results will be reviewed;
- Participants' learning – informal and formal observations, mentoring log
- Organization support and change – discussions with participants and district or school administrators;
- Participants feedback of the New Staff Monthly Meetings
- End-of Year mentoring program evaluation.

This information will be used to make any needed improvements in the Local Mentoring Plan for the following academic year. This will ensure we are providing ongoing support to mentors and novice teachers in order to improve student learning experiences and outcomes as we prepare students to become college and career ready.

WARREN HILLS REGIONAL SCHOOL DISTRICT
LOCAL MENTORING PLAN

2026-2027 ACTION PLAN FOR IMPLEMENTATION
SECTION 8

The Warren Hills Regional School District's Local Mentoring Plan [Section 8] has been updated based on data from the new staff and mentoring survey. Novice teachers and teachers new to our district are to be serviced by the action plan that follows. The categories in the action plan include mentoring topics, the forums' locations and dates, needed resources and materials, the type of activity, evaluation strategy, the facilitators, the mentoring goals addressed, and the alignment with the New Jersey Professional Standards for Teachers. [Note: All of the evaluation forms referenced can be found in the appendix of the Local Mentoring Plan document, along with the New Jersey Professional Standards for Teachers.]

TOPIC: "Modifications for Students with Special Needs--Special Education, 504's, and ELL's"

FACILITATORS: Marylouise Rowlin, Director of Special Services; Guidance Department Representative

LOCATION: WHRHS Library

DATE: September 9, 2026

TIME: 2:30 pm-3:30 pm

RESOURCES & MATERIALS: Topic Information Packet and Professional Materials

ACTIVITY: Seminar/Discussion/Questions and Answers

EVALUATION STRATEGY: Seminar Evaluation Questionnaire. Section 11-2. -Monthly Novice Teachers' Evaluation Form

GOALS (S): 3

NJPST/ELEMENTS: 6/1, 2, 3, 4, 6

TOPIC: "Classroom Management"

FACILITATORS: Jennifer Jessen, HS Special Education Teacher

LOCATION: WHRHS Library

DATE: October 7, 2026

TIME: 2:30 pm -3:30 pm

RESOURCES & MATERIALS: Topic Information Packet and Professional Materials

ACTIVITY: Seminar/Discussion/Questions and Answers

EVALUATION STRATEGY: Seminar Evaluation Questionnaire. Section 11-2. – Monthly Novice Teachers' Evaluation Form

GOAL (S): 3

NJPST/ELEMENTS: 6/1, 2, 3, 4, 6

TOPIC: "Taking an Active Role in Teacher Leadership"**FACILITATOR:** Kim Eilenberger, HS Health & PE Teacher and Adam Slack, MS Teacher of Technology Education**LOCATION:** WHRHS Library**DATE:** November 11, 2026**TIME:** 2:30-3:30**RESOURCES & MATERIALS:** Topic Information Packet and Professional Materials**ACTIVITY:** Seminar/Discussion/Questions and Answers**EVALUATION STRATEGY:** Seminar Evaluation Questionnaire. Section 11-2. - Monthly Novice Teachers' Evaluation Form**GOAL (S):** 5, 6**NJPST/ELEMENTS:** 10 / 1 through 8**TOPIC: Instructional Technology****FACILITATOR:** Timothy Jaw, Technology Coordinator**LOCATION:** WHRHS Library**DATE:** December 2, 2026**TIME:** 2:30 pm-3:30 pm**RESOURCES & MATERIALS:** Topic Information Packet and Professional Materials**ACTIVITY:** Seminar/ Discussion/Questions and Answers**EVALUATION STRATEGY:** Seminar Evaluation Questionnaire. Section 11-2. - Monthly Novice Teachers' Evaluation Form**GOAL (S):** 1, 2, 3**NJPST/ELEMENTS:** NJPST/Elements - 1-10**TOPIC: "Novice Teacher and Mentor Forum--Opened-Ended Topics on School Policies"****FACILITATORS:** Reserved for Meeting Makeup date**LOCATION:** WHRHS Library**DATE:** January 6, 2027**TIME:** 2:30 pm-3:30 pm**RESOURCES & MATERIALS:** Topic Information Packet and Professional Materials**ACTIVITY:** Seminar/Discussion/Questions and Answers**EVALUATION STRATEGY:** Seminar Evaluation Questionnaire. Section 11-2. -Monthly Novice Teachers' Evaluation Form**GOAL (S):** 4, 5**NJPST/ELEMENTS:** 8 / 1, 5**TOPIC: "Best Practices"****FACILITATORS:** All Teacher Mentors working with Mentees**LOCATION:** WHRHS Library**DATE:** February 3, 2027**TIME:** 2:30 pm-3:30 pm**RESOURCES & MATERIALS:** Topic Information Packet and Professional Materials**ACTIVITY:** Seminar/Discussion/Questions and Answers**EVALUATION STRATEGY:** Seminar Evaluation Questionnaire. Section 11-2. - Monthly Novice Teachers' Evaluation Form**GOAL (S):** 1, 2, 3**NJPST/ELEMENTS:** 4, 6/ 1 through 8

TOPIC: "Teachers' Voices -- Panel Discussion"

FACILITATORS: WHRSD Governor's Educator of the Year Award Winners –Nichole Ehasz, Elizabeth Kurpat, and Marshall Cuomo

LOCATION: WHRHS Library

DATE: March 3, 2027

TIME: 2:30 pm-3:30 pm

RESOURCES & MATERIALS: Topic Information Packet and Professional Materials

ACTIVITY: Seminar/Discussion/Questions and Answers

EVALUATION STRATEGY: Seminar Evaluation Questionnaire. Section 11-2. –Monthly Novice Teachers' Evaluation Form

GOAL (S): 1, 2, 3

NJPST/ELEMENTS: 4 / 1 though 8

TOPIC: "Motivational Tools"

FACILITATOR: Hope Ranalli

LOCATION: WHRHS Library

DATE: April 7, 2027

TIME: 2:30 pm-3:30 pm

RESOURCES & MATERIALS: Topic Information Packet and Professional Materials

ACTIVITY: Seminar/Discussion/Questions and Answers

EVALUATION STRATEGY: Seminar Evaluation Questionnaire. Section 11-2. -Monthly Novice Teachers' Evaluation Form

GOAL (S): 1, 2, 3

NJPST/ELEMENTS: 4,6 / 1 through 8

TOPIC: "Ending the School Year Successfully"

FACILITATORS: Teacher Mentors and Survey

LOCATION: WHRHS Library

DATE: May 5, 2027

TIME: 2:30 pm-3:30 pm

RESOURCES & MATERIALS: Topic Information Packet and Professional Materials

ACTIVITY: Seminar/Discussion/Questions and Answers

EVALUATION STRATEGY: Seminar Evaluation Questionnaire. Section 11-5. – Novice Teachers' Mentoring Program Survey – Summative Evaluation; Section 11-6a. – Professional Development Standards Evaluation, All Novice Teachers; Section 11-6b. – New Jersey Professional Standards for Teachers; Section 11-7. – Resource 17. Sample Questionnaire for Evaluation of Mentoring Program by Mentors; Section 11-8a. – Professional Development Standards Evaluation, All Mentors of Novice Teachers; Section 11-8b. -New Jersey Professional Standards for Teachers

GOAL (S): 3, 4, 5, 6

NJPST/ELEMENTS: 5, 10 / 1 through 8

NOTE: Facilitators represent varied professional areas to provide novice teachers and teachers new to our district with diverse perspectives.

First-Year Teacher Roadmap

August

Getting Started

- New Teacher Orientation
- Meet your mentor and building administrators
- Set up classroom and technology
- Review district policies and procedures
- Become familiar with curriculum resources and pacing guides
- Establish goals for a successful first year

September

Building Relationships

- Develop positive relationships with students and families
- Meet weekly with your mentor
- Complete your Professional Development Plan (PDP)
- Learn classroom routines and expectations
- Attend your first faculty and department meetings

October

Strengthening Instruction

- Observe experienced teachers
- Invite your mentor into your classroom for feedback
- Continue refining classroom management strategies
- Reflect on instructional practices and student engagement

November

Growing as a Professional

- Strengthen communication with families
- Participate in district professional learning opportunities
- Collaborate with colleagues through department meetings and PLCs
- Continue regular mentor meetings

December**Reflection and Balance**

- Celebrate successes from the first semester
- Reflect on instructional growth
- Review progress toward professional goals
- Plan adjustments for the second half of the year

January**Using Data to Improve Learning**

- Analyze student performance data
- Adjust instruction based on student needs
- Continue classroom observations with mentor support
- Refine assessment practices

February**Expanding Your Impact**

- Increase collaboration with colleagues
- Learn more about district initiatives and programs
- Continue developing instructional strategies for diverse learners

March

Leadership and Collaboration

- Participate in school improvement efforts
- Share successful instructional practices with colleagues
- Continue reflective conversations with your mentor

April

Preparing for Year-End Success

- Complete remaining evaluation requirements
- Prepare students for end-of-year assessments and projects
- Reflect on professional growth and identify future goals

May

Celebrating Growth

- Complete mentoring program reflections
- Evaluate progress toward professional goals
- Celebrate accomplishments with your mentor and colleagues
- Begin planning for your second year at Warren Hills

Throughout the Year

Every new teacher is encouraged to:

- ✓ Meet regularly with their mentor
- ✓ Ask questions and seek support
- ✓ Observe experienced colleagues
- ✓ Attend school events and activities
- ✓ Build relationships with students, families, and staff

- ✓ Continue learning through district professional development
- ✓ Reflect on successes and opportunities for growth

The Warren Hills Regional School District challenges and empowers a dynamic, diverse student body in a supportive learning environment by providing academic and co-curricular opportunities to become successful, productive members of the global community.