

Sayreville Public Schools Middlesex County



District Mentor Plan 2026-2027

District Mentor Plan 2026-2027

Local Mentoring Plan Checklist

Required	Components of Mentoring Plan	Included
X	Title Page	X
X	Table of Contents	X
X	Section 1: District Profile	X
X	Section 2: Needs Assessment	X
X	Section 3: Vision, Objectives & Revised Standards for Professional Learning	X
X	Section 4: Mentor Selection	X
X	Section 5: Roles and Responsibilities for Mentors	X
X	Section 6: Professional Learning Components for Mentors	X
X	Section 7: Professional Learning Components for Novice Teachers	X
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Section 1: District Profile

The district profile sheet reflects the mentoring data from the 2024-25 school year:

Name of District: Sayreville School District

District Code: 4660 County Code: 23

District Address: 298 Ernston Road

Parlin, NJ 08859

Chief School Administrator: Dr. Richard Labbe

Mentoring Program Contact: Bridgette Burt, Director of Special Projects

Mentoring Program Contact Phone: 732-525-5200 Ext. 8123

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

Type of District: PK-12

Number of novice teachers/certificated staff with a Certificate of Eligibility: 8

Number of novice teachers/certificated staff w/ a Certificate of Eligibility w/ Advanced Standing 18

Number of Mentors: 42

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

PK-5 16

6-8 6

9-12 4

Special Education (district) 7

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LPDC Signoff Sheet

Name of District: SAYREVILLE Code: 4660

County: MIDDLESEX Code: 23

Names of Professional Staff Members & Administrators Reviewing Plan:

Name	Signature	Position
Dr. Richard Labbe		Superintendent of Schools
Dr. Edward Aguiles		Director of Human Resources
Bridgette Burt		Director of Special Projects
Scott Nurnberger		Principal
Daniel Toye		Supervisor of Elementary Education
Alexandra DeCicco		Supervisor of Special Education
Christopher Howard		Supervisor of the Humanities
Lizbeth Victorero-Mongone		Teacher, SWMHS
Angela DiPaolo		Teacher, SWMHS
Stephanie Izzo		Teacher, SMS
Rosemarie Griggs		District Instructional Coach
Kerry Fleschner		Teacher, SUES
Kaitlyn Krainski		Teacher, Arleth
Nadine Vigliotti		Teacher, Eisenhower
Christine Lawlor		Teacher, Truman
Colleen West		Teacher, Wilson
Jacqueline McGrade		Teacher, Project Before Selover
Dawn Civitello		Teacher, Project Before Cheesequake

Date of BOE Approval: September 22, 2026

Bridgette Burt, Director of Special Projects

Name and Position

Bridgette A. Burt

Signature

Contact Person: Bridgette Burt, Director of Special Projects

Phone: 732-525-5200 x8123

Email: Bridgette.burt@sayrevillek12.net

Section 2: Needs Assessment

Current assessment of the mentoring program takes place during the orientation week for new staff, mid-year through a survey during new teacher workshops, and at the end of the year during the last new teacher/mentor forum. An evaluation form is electronically sent to each mentor and each novice teacher for input. The results of the survey drive the focus of the New Teacher Workshops offered quarterly, the monthly round tables, and after school workshops for each grade level, elementary (PK-5), middle school (6-8), and secondary (9-12).

The mentoring program, to date, has been successful. Between 2019 and the present, four hundred and five certificated staff members have started working in the Sayreville School District.

The district mentoring plan addresses the mentoring of novice teachers and also provides continued support and professional development to promote the retention of novice staff in the district.

The objectives of the District Mentoring Plan are to:

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

Section 3: Vision and Objectives

VISION:

The Sayreville Public Schools Mentoring Program is a continuous process where the professional and personal growth of our district's novice staff is encouraged and supported through training, practice, dialogue, recognition, and reflection. This process promotes positive interaction between dedicated professionals within our school community and culminates in an environment of mutual trust and respect. The district will provide professional development focused on the enhancement of student learning, New Jersey Student Learning Standards, and best practices for effective teaching and learning. In addition, the district will align and fulfill the objectives outlined by the New Jersey Professional Standards through sustained professional development. The novice teachers' development and mastery of the defined areas will result in increased student performance on state tests and in preparation for 21st century skills, which is reflective of the NJ Student Learning Standards. The Board of Education, administration, and staff will work in concert to provide a variety of experiences in which novice teachers will be empowered and able to develop subject matter mastery and a working knowledge of the needs of diverse learners while encouraging creativity, risk-taking, and collegial learning.

OBJECTIVES:

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

The objectives of the Sayreville Public Schools' Mentoring Program are:

1. To enhance teacher knowledge of and strategies related to the NJ Student Learning Standards in order to facilitate student achievement.
An annual Professional Development Program that is content-driven by the topics indicated in the annual professional development needs assessment and that are evaluated by staff.
2. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
Monthly meetings and quarterly workshops are held to review school policies and discuss best practices to impact student achievement.

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3. To assist novice teachers in the performance of their duties and in their adjustment to the challenges of teaching.
Provide release time to allow novice teachers to observe classes in which best practices are modeled to engage students and impact achievement.
4. To empower qualified, knowledgeable teachers to articulate and utilize their experiences teaching to help novice teachers translate their academic knowledge into meaningful instruction to maximize student achievement.
Provide training workshops on collegial coaching, classroom management, and content areas of instruction aligned with the NJSLS.
5. To retain effective novice teachers by promoting a collegial and nurturing program that provides a network of support.
A New Staff Orientation that provides the means to network, promotes team-building, and provides guidance for the initial days of school; monthly Principal Round Table Discussions.
6. To provide training to prepare mentors for their role as supportive colleagues, curricular mentors, cognitive coaches, advocates, and fellow learners.
Mentor teachers will attend forum workshops with their teachers and actively participate in collegial coaching and reflective conferencing.
7. To extend the knowledge, skills, and abilities of novice teachers in daily activities, NJ Student Learning Standards, and exemplary teaching methodologies through professional development opportunities and resource materials as needed upon request.
Orientation week, quarterly workshops, and monthly round tables will emphasize best practices for the novice teacher to model and demonstrate.
Each novice teacher/mentor will receive a list of helpful educational texts to be referenced as needed, and various texts will be featured at the monthly teacher forums.

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

1. Rigorous Content for Each Learner

Professional learning results in equitable and excellent outcomes for all students when educators ...

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

2. Transformational Processes

Professional learning results in equitable and excellent outcomes for all students when educators ...

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

3. Conditions for Success

Professional learning results in equitable and excellent outcomes for all students when educators ...

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

Section 4: Mentor Selection

Guidelines for Mentor Selection:

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

Mentoring a novice teacher is a serious responsibility. Mentors selected shall be experienced, fully certified, and declared effective by NJ State guidelines; mentors will be tenured teachers currently employed by the Sayreville School District who of their own choosing express interest in becoming mentors by completing the district mentor application and attending district mentor training sessions.

Application process and criteria for selection of mentors:

The mentor application and a letter providing information concerning mentor program design, purpose, requirements, responsibilities, and stipend are distributed throughout the district via email to all tenured staff during the spring semester. Interested teachers submit completed applications, which are reviewed by building administration, content area supervisors, and mentor coordinators in the selection of mentors for novice staff.

NJAC6: 11-14.5 requires that mentors be selected based upon the following criteria:

1. The teacher is tenured in the district, rated effective/highly effective, and actively teaching.
2. The teacher is committed to the goals of the district mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
3. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy; teacher is rated as effective according to NJ State guidelines.
4. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible; and, where not possible, in a closely aligned subject area.
5. The teacher is knowledgeable about the social/workplace norms of the district board of education and the community the district board of education serves.
6. The teacher is knowledgeable about the resources and opportunities in the district board of education and able to act as a referral source to the novice teacher.
7. The teacher agrees to complete a comprehensive mentor-training program.

Section 5: Roles and Responsibilities for Mentors

A mentor teacher:

- Prior to the first day of school, will attend, with their novice teacher, an orientation session covering program expectations, participant responsibilities, program activities and resources.
- Attends monthly Roundtables and after school sessions, as applicable, with novice teacher.
- Will provide weekly, in-person contact time to the mentee for a minimum of 30 weeks.
- Will meet twice per week for novice provisional teachers holding a Certificate of Eligibility with Advanced Standing (CEAS) or a Certificate of Eligibility (CE).
- Those holding a CEAS: 2x/week for the first 8 weeks
- Those holding a CE: 2x/week for the first 8 weeks
- Will provide individualized support and activities based on the nontenured teacher's individual needs.
- Will keep a monthly log documenting meeting dates, times, and areas of discussion with novice teacher. Both mentor and mentee will sign the monthly log. The mentee will provide a copy of their monthly log to the mentor and the Mentor Induction Coordinator. Once the log is complete and reviewed by the Mentor Induction Coordinator, the mentee will upload each form in the Frontline Professional Growth Platform. Both the mentor and mentee will keep a copy of all logs.
- Fosters a trusting, confidential relationship that encourages the novice teacher to ask questions that facilitate the sharing of information and support by the mentor.
- Serves as a professional role model in both professional and classroom practices.
- Orients the novice teacher to district and school policies.
- Provides a variety of resources to help the novice begin forming a repertoire of effective strategies and techniques.

Section 6: Professional Learning Components for Mentors

Mentoring contributes to the professional development of experienced educators, as well as novice teachers. Mentors acquire considerable benefits from the mentoring experience; educators should not look only at the primary effects of mentoring on the novice teacher, but also at the secondary effects that the program has on all professionals involved in the process.

Benefits of Mentoring:

- Professional Competency
- Reflective Practice
- Renewal
- Collaboration
- Contributions to Teacher Leadership

Learning Components for Mentors:

- Communication
- Active listening techniques
- Relationship skills
- Effective teaching
- Models of supervision and coaching
- Conflict resolution
- Problem solving

Successful mentoring behavior can be taught; therefore, ongoing training workshops in the above areas will be provided for mentors. Training and experiential opportunities reflect a combination of formal and informal learning. **Presence is not enough.** The mentor's knowledge of how to support new teachers is crucial.

Section 7: Professional Learning Components for Novice Teachers

Novice teachers are invited to attend a district orientation prior to the opening of school. This orientation provides initial training in areas of:

Standard for Professional Learning: SFPL

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

During the school year novice educators have many opportunities to meet with their mentors and experienced teachers to discuss various topics such as

- Action research
- Class discussions
- Curriculum development
- Data analysis of student work
- Lesson study
- Classroom management/engagement

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

Section 8: Action Plan for Implementation

Specialized monthly professional development will be provided in each school building and as a district cohort. Forums and topics will be documented and PD certificates issued. Teacher feedback will help to update topics, as needed.

Teacher Round Tables (building-based):

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

Year one and year two teachers participate in three half-day sessions, and year three engage in a single half-day session during school hours. Similar to programs occurring after school hours, teacher feedback will help to update topics, as needed, and professional development certificates issued.

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2026-2027 NTI Workshop Schedule

Year 1 Staff (Tentative)

Date	Group	Topic
November 2026	PreK	Time Management Tips/Organization/Routines
November 2026	K-5	Tier 1 Universal Supports for Behavior and Emotional Regulation
November 2026	SWMHS/SMS	Tier 1 Universal Supports for Behavior and Emotional Regulation
January 2027	PreK	How to Fill a Parent's Bucket
January 2027	K-5	Classroom Management 2
January 2027	SWMHS/SMS	Classroom Management 2
March 2027	PreK	How to Set the Stage for Continued Success
March 2027	K-5	Best Practices for the Classroom
March 2027	SWMHS/SMS	Best Practices for the Classroom

Year 2 Staff (Tentative)

November 2026		PreK	Harmonies and Hearts
November 2026		Grades 6-12	Data to Drive Instruction
November 2026		Grades K-5	Data to Drive Instruction
January 2027		PreK	Incorporating Math and Literacy into Daily Activities
January 2027		Grades 6-12	Differentiating & Small Group Instruction
January 2027		Grades K-5	Differentiating & Small Group Instruction
March 2027		PreK	Full Steam Ahead
March 2027		Grades 6-12	What if Scenarios
March 2027		Grades K-5	What if Scenarios

Year 3 Staff (Tentative)

April 2027	PreK	Best Practices Roundtable
April 2027	Grades 6-12	Best Practices Roundtable
April 2027	Grades K-5	Best Practices Roundtable

Section 9: Resource Options Used

District Mentor Program Guide & Handbook

Mentoring Toolkit & Resource Guide (NJEA Professional Development & Instructional Issues)

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development (NJSDOE)

Chapter 9C Regulations and Professional Learning: 2023-2024 and Beyond

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

Revised New Jersey Standards for Professional Learning:

<https://standards.learningforward.org/standards-for-professional-learning/>

Breaking Through the Language Arts Block by Lesley Mandel Morrow, Dr. Kenneth Kunz, and Maureen Hall

How Scaffolding Works-A Playbook for Supporting and Releasing Responsibility to Students by Nancy Frey, Douglas Fisher and John Alamrode

Kids Come In All Languages-Visible Learning for Multilingual Learners by Oscar Corrigan, Nancy Frey, Douglas Fisher, and John Hattie

Teaching Students To Drive Their Learning- A Playbook on Engagement and Self Regulation by Douglas Fisher, Nancy Frey, Sarah Ortega, and John Hattie

The EPIC Classroom by Trevor Muir

Mindset: Drive the Power of Habit from a Fixed Mindset to a Growth Mindset by Anna L. Matthews

Choice Words by Peter H. Johnston

First Days of School by Harry Wong

Teach Like a Pirate by Dave Burgess

Teaching Like A Champion and CD Rom by Doug Lemov

The Effective Teacher (Video Series) by Harry Wong

Unlocking Multilingual Learners' Potential-Strategies For Making Content Accessible by Diane Staehr-Fenner, Sydney Snyder, and Meghan Gregoire-Smith

Welcome to Teaching! by Douglas Fisher and Nancy Frey

Why Didn't I Learn that in College by Paula Rutherford

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

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Websites:

<https://sites.google.com/sayrevillek12.net/sayrevilleuniversity/home>

www.nea.org

www.inspiringteachers.org

www.ascd.org

www.teachersnetwork.org

www.teachers.net

www.edweb.net

Section 10: Funding Resources

State funds are no longer available for the mentoring program; therefore, the novice teacher will pay the full amount of the mentoring fees in the form of payroll deductions, which are then distributed to the mentor teachers.

A stipend is allocated and funded through Title IIA grant funds to compensate the Induction Coordinators stationed in each building.

Section 11: Program Evaluation

To provide high quality support for the mentors and mentees, the Sayreville Administration makes every effort to ensure the District Mentoring Plan is a collaborative and transparent process for all stakeholders. The Sayreville Administration and Professional Development Committee in conjunction with the Mentor Coordinators shall conduct an annual evaluation of the preceding year's New Teacher Induction Program. This evaluation shall be based upon feedback and data provided through written surveys and round table discussions that are completed by novice teachers and mentor teachers. When appropriate and available, workshop evaluation forms may also be included when evaluating the mentoring program. School Improvement Panels will oversee the school level implementation of the District Mentoring Plan and shall support the district in communicating the Mentor Plan to all nontenured teachers and their mentors. In connection, the Central Office Administration will collaborate annually with each SciP to review the District Mentoring Plan, consider ways to support the plan at the school level and take steps to ensure all new teachers are receiving the necessary professional support. Based on all findings and feedback, the mentoring plan will be updated annually in order to promote on-going development of quality mentors and novice teachers.