

The Educational Services Commission of New Jersey

Mentoring Plan

2026 - 2027

**Nadia Romano
Superintendent**

**Timothy Havlusch
Business Administrator**

**Kaitlin Jones
Assistant Superintendent for Learning / Educational Services**

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

**Russell Hudson
Director of Human Resources**

TABLE OF CONTENTS

ESCNJ District Mentoring Plan District Profile Sheet	3
School Improvement Panel Plan Review	4
Administrators Appointed to Committee:	5
Teacher Mentoring Plan	6
Self-Assessment Tool for District Mentoring Plan	7
Teacher Mentoring Plan Current Needs:	8
Evaluation of the Mentoring Process	9
Evaluation of the Mentoring Process	11
The Educational Services Commission Teacher Mentoring Plan	13
The Educational Services Commission of New Jersey	14
Section 1: Mentor Program Goals	14
Application Process	14
Mentor Selection Criteria	15
Provisions for Comprehensive Mentor Training	16
Mentor Teacher Responsibilities	16
Professional Learning Components for Mentors	17
Mentoring Contract	19
The Educational Services Commission of New Jersey	20
Professional Learning Components for Novice Teachers	20
District Mentoring Plan: Mentor Reflection Sheet	21
District Mentoring Plan: Novice Reflection Sheet	22
20-Day Mentor/Novice Alternate Route Teachers	23
2014 Achieve NJ Expanded Mentoring Support and Guidelines	24

ESCNJ District Mentoring Plan District Profile Sheet

The district profile sheet reflects mentoring data from the 2025 - 2026 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: 0

Mentors: 10

Provisional novice teachers:

Grades K-5 1

Grades 6-8 0

Special Education 13

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:

School	Name/Role
ALC	Nicole Paturzo (Principal), Rachel Beer (SLP/Y2), Kimberly Piotrowski (Teacher/ Y1), Margaret DeGroat (Case Manager/ Y1), Christine Rowland (Teacher/Y1)
BBLC	Jenn Nesi (Principal), Jolanta Kolodziejski (VP), Tara Eastman Teacher Y2), Ruth Caceres (CM, Y3), Giovanna Sollazzo (Teacher Y2), Toniann Mocarro (Teacher/Y1)
CLL	Mary Beth Conley (Principal), Antoinette Nicholasi (VP), Michael Kane (VP), Allyson Powers (Case manager Y 3), Carly Matthews (speech Y1),Heather Neary (Teacher Y3)
FFA	Katie Feiles (Principal), Julio Lopez (VP), Craig Fiata (Teacher/ CM Y3), Lori Bujalski (SLP Y2), Christopher Winn (BCBA Y2), Aaron Olexa (Case Manager Y2)
NVA	Bridget O'Neill-Rosado (Principal), Nicole Elmini (Case Manager Y2), Michelle Randall (CBI Instructor), Reno Laragione (ESS Clinician), Sarah Foss (Teacher), BCBA TBD
PRDS	Meena Pasupathy, Elizabeth Fuzy, Amanda Perleman, Traci Yuhass, Bethany Broadwell, Melissa Morgenthal
TPA	Spanishia Wilson (Principal), Jade Barrett (Teacher, Y3), George Samra (Teacher, Y2), Susan Malvone (Teacher, Y3), Rachel Padovano (SSW, Y2)

District Contact: *Kaitlin Jones*
Email: kjones@escnj.us

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 Directors 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 2025 - 2026 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 programs 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 provide 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		

Teacher Mentoring Plan Current Needs:

- The changes in teacher evaluation and the implantation of ACHIEVE NJ provide guidance on mentoring and support for novice teachers. The mentoring plan will incorporate best practices that align with ACHIEVE NJ, implementation of New Jersey Student Learning Standards and the Stronge evaluation model for teacher practice.
- To develop and implement a comprehensive mentor training program focusing on:
 - Providing support in the areas of curriculum, instruction, and assessment
 - Understanding the qualities of effective mentors
- Provide information about the district's mentoring plan on the district's website to make it accessible to all staff and community members and invite support for the district's novice teachers.
- Establish guidelines for the successful matching of mentors with novice teachers.

Evaluation of the Mentoring Process

(To be completed by April 30, 2027 and returned to Director of Human Resources)

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.

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				

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.
- Helping my novice teacher develop effective behavior management strategies.
- Helping my novice teacher evaluate student progress.
- Helping my novice teacher collaborate with and manage classroom staff.

Please respond to the following items.

1. List any mentor needs not addressed in section II.

2. What additional types of support should the school district provide to you and other mentors not mentioned above?

Evaluation of the Mentoring Process

(To be completed by April 30, 2027 and returned to Director of Human Resources)

Mentee Survey

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.

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?

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?			

The Educational Services Commission of NJ 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

2026 - 2027 Teacher Mentor Plan

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 a coach offering constructive criticism and feedback.
- Meet with a novice teacher at least twice weekly in the 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 Director of Human Resources, 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 (ABS)

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 programs 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.



Optional Novice Provisional Teacher Mentoring Log Template

Updated August 2020

Effective May 5, 2014, the New Jersey regulations governing district mentoring program requirements have changed. Novice provisional teachers (those teachers serving under a Certificate of Eligibility or a Certificate of Eligibility with Advanced Standing) must still be assigned an individual mentor at the beginning of the contracted teaching assignment. However, two of the regulatory changes impact the way these individual mentors track their time and receive payment for their services.

First, as specified in *N.J.A.C. 6A:9B-8(d)*, individual mentor teachers assigned to work with a novice provisional teacher are now required to log their mentoring contact time. The format of the log itself and the procedures for using it are to be developed as part of the district mentoring plan. The mentoring logs are to be sent to the district administrative office and retained there.

Secondly, as specified in *N.J.A.C. 6A:9B-8(h)*, the administrative office of each school district will now be responsible for overseeing the payment of mentors. Payment may not be conferred directly from provisional novice teacher to mentor. The mentoring logs can be used to by the district to inform the payment process.

The optional mentor log template below is provided to assist districts in fulfilling these revised regulations. Please note that while the mentoring logs are required, the use of this particular template is not. Moreover, this template is based on a monthly log submission, but each district is free to determine the frequency with which they want to receive these mentoring logs.

New Jersey Department of Education Optional Novice Provisional Teacher Monthly Mentoring Log Template

Instructions

Please log each session with your mentee in Table 1. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: _____ Year: _____

School/District: _____

Mentor Name: _____

Mentor Signature: _____

Mentee Name: _____

Mentee Signature: _____

Total Number of Mentoring Hours This Month: _____

Table 1: Monthly Log of Sessions (add rows as needed)

Date	Start Time	End Time	Description of Activities	Total Time

Mentoring Transfer Template

Mentoring Information Related to Teacher Transfers¹

Updated August 2020

Documenting Mentoring Support for Teachers in the Provisional Teaching Process (PTP) Who are Leaving the District²

Teacher Transfers During the Mentoring Year

According to the district mentoring program requirements in *N.J.A.C. 6A:9C-5*, the administrative office of each school district or nonpublic school with teachers enrolled in the Provisional Teacher Process (PTP), pursuant to *N.J.A.C. 6A:9B-8.9*, is responsible for providing one-to-one mentoring for novice provisional teachers (teachers enrolled in the PTP) and for maintaining mentoring logs to document the mentoring that occurs and provide information for the appropriate payment of mentoring fees.

If a novice provisional teacher leaves the district's employ during the initial provisional year and begins to work in another New Jersey district, the first district will need to report the amount of mentoring that occurred, so that the teacher is able to complete the mentoring requirement in the new district or indicate to the new district that required mentoring has been completed. Also, the new district and the teacher who is transferring will have to make a determination about any mentoring fees still owed.

Mentoring Duration Requirements

- District boards of education must provide one-to-one mentoring support to novice provisional teachers for the first year of their employment, which is defined as a minimum of 30 weeks.
- The mentor teacher and the novice teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once per week for the first four weeks of the teaching assignment.
- The mentor teacher and the novice provisional teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.

¹ This teacher transfer information and form may be used by nonpublic schools having teachers enrolled in the PTP.

² The [Educator Mentoring and Induction Support](#) webpage has additional information.

- One-to-one mentoring that includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS must occur over the course of the academic year (a minimum of 30 weeks), or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.

Mentoring Fee Requirements

- Candidates enrolled in the PTP are responsible for payment of mentoring fees during the first provisional year. The employing school district may pay the cost of mentoring fees, however.
- Check current information on mentoring fees on the [Provisional Teacher Process](#) webpage.
- The school district's administrative office is responsible for overseeing the payment of mentors, and payment may not be conferred directly from provisional novice teacher to mentor.

Mentoring Transfer Template: Instructions for Use

The form provided below is to be used either for provisional teachers leaving your district before they have completed the minimum 30-week mentoring requirement or to indicate that the 30 weeks of mentoring have been completed. It has been designed to assist the district/nonpublic school to facilitate transference of information about mentoring supports that have already been provided. (Please note: There is a separate template on the [Educator Mentoring and Induction Support webpage](#) that may be used to log one-to-one mentoring events throughout the year).

How to Use the Form

For Districts with an Outgoing Teacher Enrolled in the PTP:

- Consult mentoring payment records, confirm with the transferring teacher, and be ready to answer any inquiries from a receiving district.
- Complete the mentoring completion form and give a copy to any teacher enrolled in the PTP who is leaving your district before having completed his or her mentoring requirement or who has completed his or her mentoring requirement.
- Keep a copy of this form as specified by the document retention rules for past employees.

For Districts with an Incoming Teacher Enrolled in the PTP by a Previous District:

- Request a copy of the mentoring completion form from the teacher you are hiring. If no form is provided or information is incomplete, reach out to the prior district to obtain the necessary information.

- Provide the necessary mentoring support to allow the provisional teacher to complete the mentoring requirement in order to be eligible for a standard certificate.
- Begin mentoring logs and arrange for payment for mentoring provided in your district.
- Don't forget to register the transferring teacher into the Office of Certification and Induction's online system - the Provisional Licensure Registration Management System (PLRMS).

If you have questions about mentoring requirements or the use of this form, please communicate them to teachpd@doe.nj.gov or provisional.teacher@doe.nj.gov or contact the Office of Professional Learning at 609-633-8014.

New Jersey Department of Education

Mentoring Transfer Template

District/Nonpublic School: _____

Novice Provisional Teacher's Name: _____

Novice Provisional Teacher's PLMRS Tracking Number: _____

CE or CEAS: _____

School District Contact Information

(Name of individual who can provide information about the mentoring that occurred and the mentoring fees that were paid while the provisional teacher was employed in the district)

Name: _____

Title: _____

Phone (include extension) _____

Email: _____

Mentoring Information

Novice Provisional Teacher's Mentor: _____

Date One-to-One Mentoring began: _____ Month: _____ Year: _____

1. Have the required initial, weekly one-to-one meetings been completed? Check yes or no.

Yes	
No	

2. Have the required minimum of 30 weeks of mentoring been completed? Check yes or no.

Yes	
No	

If you answered "No" for #2, how many weeks of mentoring have been completed?

Total Number of weeks of mentoring completed (out of 30 minimum): _____

Signature Section

To be completed by Chief School Administrator (or designee) or Nonpublic School Lead (or designee).

Name of Person Signing this Form:

By signing, you are attesting to the accuracy of this document:

Signature:

Date:

EDUCATIONAL SERVICES COMMISSION OF NEW JERSEY

1660 Stelton Road

Piscataway, New Jersey 08854

Telephone: (732) 777-9848 Fax: (732) 777-9855

Payroll Deduction Authorization

I hereby request and authorize the Board Secretary of the Educational Services Commission of New Jersey to deduct from my earnings mentoring fees associated with provisional teaching. The fee for CE \$1000.00 or CEAS \$550.00 shall be deducted and prorated for payment to the Board approved mentor providing these services to me. This authorization may be terminated by me upon termination of employment; the Board secretary shall deduct any remaining amount due for the current school year for time mentored as documented by the monthly mentor log. I waive all right and claim for monies so deducted and transmitted and relieve the Educational Services Commission of New Jersey and its offices from any liability therefore.

Employee:

Signature:

Date:

Deduction amount:

Certification (select one): CE CEAS

1660 Stelton Road, Piscataway, NJ 08854 * Phone :(732)777-9848 * Fax :(732)777-9865

<http://www.escnj.us>

New Jersey Department of Education
School District Mentoring Plan Statement of Assurance Form
Not for Submission

The District Mentoring Plan Statement of Assurance (SOA) form below is provided for reference purposes.

1 This form will not be submitted to the New Jersey Department of Education.

2 Please refer to the instructions on page one of this guidance document for specific instructions regarding the process for annually assuring compliance with mentoring requirements.

Date:

For School Year:

School District:

County:

Address:

City/Town: Zip Code:

Chief School Administrator:

Phone:

Email:

- The district mentoring plan has been developed in accordance with mentoring program regulations for non-tenured teachers, including novice provisional teachers who hold a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS) pursuant to N.J.A.C. 6A:9C-5.

Note: regulations include, but are not limited to, the following:

- All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures, including, but not limited to, introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric, including setting and assessing student learning through student growth objectives.
- All non-tenured teachers in their first year of employment receive individualized support and activities that have been assigned at the school district's discretion and are aligned with the Professional Standards for Teachers at N.J.A.C. 6A:9-3.3, the Standards for Professional Learning at N.J.A.C. 6A:9C-3.3, and the school district's Commissioner-approved teaching practice instrument.⁴
-

1 Although the language in this Statement of Assurance form refers to district-level responsibilities, the APSSDs, other state- approved schools, and nonpublic schools using this form will complete it for the appropriate administrative level and procedures.

2 In certain atypical circumstances, the NJDOE might request the submission of this form for a particular purpose.

3 For nonpublic schools, any requirements for "non-tenured teachers" in this SOA pertain to provisional teachers holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing.

4 Requirements pertaining to teaching evaluation (including school improvement panels) in this SOA may be adjusted as appropriate to the school type (e.g., charter schools).

- All provisional teachers holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing have a one-to-one mentor upon beginning their contracted teaching assignment.
 - All provisional teachers holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing participate in a one-year mentoring program.
 - Each mentor teacher holds an instructional certificate has at least three years of experience, and has taught full time for at least two years within the last five years.
 - The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
 - Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in *N.J.A.C. 6A:9C-5.2(a)4* regarding summative evaluation ratings.
 - Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, the New Jersey Professional Standards for Teachers, the New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
 - Mentoring time is logged and mentor payments are handled through the district office.
-
- The district mentoring plan has been submitted to the district board of education for review of fiscal impact pursuant to 6A:9C-5.3(a)1.
 - The district mentoring plan has been shared with each school improvement panel pursuant to 6A:9C- 5.3(a)2.
 - The chief school administrator or designee annually has reviewed the plan and revised it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance pursuant to N.J.A.C. 6A:9C-5.1(a)3.

By signing below, you are attesting to the accuracy of this document.

District Name:

Signature, Chief School Administrator or Designee (Certifying Officer):

Date: