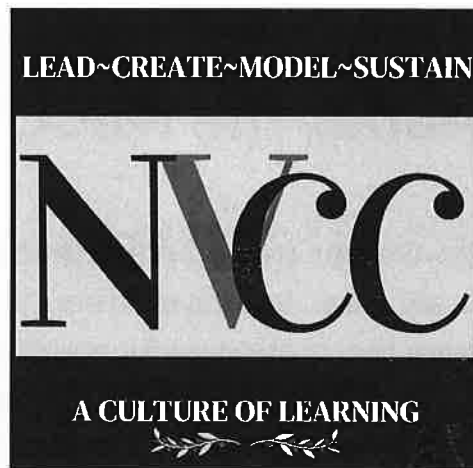




Northern Valley Schools Consortium

CLOSTER PUBLIC SCHOOLS

Model Mentoring Plan
2026-27

This document has been created by the NVCC (Adapted from Audubon Public Schools) and is provided as a model tool for Consortium Districts to use as they create their individual district mentoring plans. Please adapt as needed.

About the NVCC

The Northern Valley Curriculum Center (NVCC) is committed to providing the support and professional learning to all new teachers through the Professional Learning Academy and beyond. We believe that a successful mentoring program will facilitate the development of a collaborative and reflective relationship between the new teacher and the mentor teacher that will encourage effective pedagogy to support student achievement. This handbook, along with the mentor training through the NVCC, will guide our new teachers, our mentor teachers and our administrators through the mentoring process.

Statement Of Purpose

The NVCC believes that novice teachers will benefit and grow in the teaching profession through our formal three-year induction program, along with a one-year formal mentoring program. The mentoring program will focus on the professional growth of new teachers through the guidance and advice of a mentor in a collaborative relationship. As new teachers enter the Northern Valley Schools, they will experience a collaborative and reflective process that enhances their learning and enables the students they teach to achieve at higher levels. Topics will include assessment, differentiated instruction, collaborative structures, as well as other best practices in pedagogy. Training on district teacher evaluation will be addressed by individual districts.

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Goals

As stated in N.J.A.C. 6A:9B-8, the goals of the Northern Valley Schools Consortium Mentoring Plan are the following:

- To enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement.
- To identify and support exemplary teaching and educational practices necessary to acquire and maintain excellence in teaching and student engagement.
- To encourage the formulation and successful implementation of rigorous student growth objectives.
- To assist novice and first-year teachers in the performance of their duties.
- To support and clarify an understanding of the NJSLS, the Marshall Teacher Evaluation Rubric, and the New Jersey Professional Standards for Teachers.

State Document



New Jersey
DEPARTMENT OF EDUCATION

Overview of 2014 New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9-8)

Background

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

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

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

Updates in Regulations

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

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

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

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

The following tables provide details of the amended mentoring regulations and how Northern Valley Schools can address these changes.

Requirement	Area of Focus	Regulations Adopted May 5, 2014
District Implementation & Accountability	Mentoring plan development	CSA is responsible for creating the plan and determining implementation logistics With input from all districts, the NVCC will aid in the development of district mentoring plans and provide professional learning experiences that meet or exceed all mentoring regulations.
	Mentoring plan approval	• Must be submitted to district board for review of fiscal impacts • CSA must submit Statement of Assurance to County Office • Plan kept in district The NVCC will support each district with the documents needed to support these mandates.
	Review of plan effectiveness	• Plan must be reviewed annually • Statement of Assurance must be submitted annually Through the meetings and communications of the Regional Professional Development Board data will be collected, discussed, and reviewed.
	School level implementation	• Plan must be shared with each School Improvement Panel (ScIP) • ScIP oversees implementation at school level The NVCC will support individual ScIP committees at the request of the superintendent.

Requirement	Area of Focus	Regulations Adopted May 5, 2014
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Mentoring Supports for Non-tenured, First-Year Teachers	Experienced teacher new to district	- Comprehensive orientation to district policies and procedures As part of the NVCC's 3-Year Professional Learning Academy, all teachers new to the Valley will begin orientation in the summer prior to the new teaching assignment. Teachers will continue a course of study over 3 years that will include a selection of workshops that will include instructional skills, differentiated instruction, classroom management, assessment, cooperative learning, and a variety of educational technology programs. - Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience - New PDP created within 30 days of new assignment Supported by district-level mentors with aid from the NVCC.
	Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing)	- Comprehensive orientation to district policies and procedures Same as: Experienced teacher new to district - One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers - Mentor/mentee meet at least twice/week for first 4 weeks of assignment - Mentor leads mentee in guided self-assessment on district's teacher practice instrument Supported by district-level mentors with aid from the NVCC.
	Novice teacher, alternate route (holding Certificate of Eligibility)	- Comprehensive orientation to district policies and procedures Same as: Experienced teacher new to district - One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers - Mentor/mentee meet at least twice/week for first 8 weeks of assignment - Mentor leads mentee in guided self-assessment on district's teacher practice instrument - Mentor aligns support to mentee's preparation curriculum Supported by district-level mentors with aid from the NVCC.

Requirement	Area of Focus	Regulations Adopted May 5, 2014
	Letters of recommendation	Optional
	Certification	Same as before

Mentor Selection, Training, & Payment	Effectiveness	• Mentor demonstrates a record of success in the classroom • Beginning in 2014-15, mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation • In cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument³ All data collected and reviewed based on teacher evaluation data
	Teaching experience	• At least 3 years, with at least 2 completed within previous 5 • Currently active As per teacher records
	Knowledge of district	• Understands resources and opportunities available and is able to act as referral source • Understands social and workplace norms of district and community This is the same as old regulations
	Confidentiality	Defined in regulations
	Professional relationship	Mentor may not serve as mentee's direct supervisor or conduct evaluations
	Training	• Training of mentors required • District makes provision for training • Training program curriculum must include, at minimum, training on the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Student Learning Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice The NVCC has updated and revised the Successful Mentoring Workshop to include best practices based on research as well as standards for teachers, NJSLS, observation skills, adult learner skills and communication skills. Additionally, these skills will be reinforced with new teachers at the NVCC Professional Learning Academy.
	Payment procedures	• Mentors must keep logs of contact time with mentees • Mentors submit logs to district office • Payment of mentors overseen by the district administrative office • Mentees may not pay mentors directly District business offices will coordinate payment between teachers and mentors

Professional Learning

- The NVCC *Successful Mentoring* workshop has been successful and rewarding. The program has been instituted to train teacher mentors with the new requirements issued in 2014. (A sample agenda for the 2-Day Mentoring Workshop is provided at the end of this document).
- The NVCC will continue to adapt the Professional Learning Academy to support teachers new to the Valley in updated practices and state mandates.
- All novice and first-year teachers will receive the benefit of multiple support experiences during their first year. Both the district and the NVCC provide a mentoring/coaching environment for its novice and first-year teachers. Districts will provide mentors trained in best practices through workshops at the NVCC. Novice, as well as veteran teachers new to the Valley will complete a three-year Professional Learning Academy differentiated to individual needs with a focus on instructional strategies to support student achievement.

New Jersey Professional Standards for Teachers

Model Core Teaching Standards and Learning Progressions for Teachers 1.0

New 2018-19

Selection of Mentors

Per NJQSAC District Performance Review Appendix A effective July 2018:

Personnel Indicator 2C

- The district mentoring plan describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers

The mentor has to meet the criteria set forth in New Jersey regulations (N.J.A.C. 6A:9C-5.2(a)). These requirements are:

- Holds an instructional certificate and, **when possible, is certified in the subject area** in which the novice provisional teacher is working;
- Has at least three years of experience and **has taught full-time for at least two years within the last five years**;
- Does not serve as the mentee's direct supervisor nor conduct evaluations of teachers;
- Demonstrates a record of success in the classroom;
 - o ...as measured by a rating of effective or highly effective on the school district's Commissioner-approved practice instrument, or
 - o ...demonstrate at least one year of effective teaching on his or her most recent evaluation as determined by his or her supervisor;
- Understands the social and workplace norms of the school district and the community it serves;
- Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and
- **Completes a comprehensive mentor training program** with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for Teachers, NJSLs, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice.

Common Definitions

Provisionally Certified Teacher

Any full or part-time teacher who has not completed two years of full-time teaching under a state teaching certificate.

First-Year Teacher

Any teacher with prior experience in another district or who took an extended leave of absence from teaching, or who is entering the district as a new hire.

Mentor Teacher

A veteran (tenured recommended) teacher who willingly models and supports strategies and techniques that encourage new teachers to develop successful classroom practices and techniques that will enhance the learning of the students. *This teacher must meet all the requirements of the new mentoring guidelines implemented in May 2014.*

A Mentor Teacher will be:

- Skilled in the delivery of instruction and knowledgeable about student learning standards.
- Deemed Effective or Highly Effective through the evaluation process.
- Non-evaluates and maintains confidences.
- Open to innovation.
- Sensitive to the needs of others.
- Available for help and support.
- A collaborative teacher leader.

Provisional Teacher Holding a Certificate of Eligibility (Alternate Route)

A new teacher who has not completed a state-approved college teacher training program and who must undergo formal instruction in essential areas of professional knowledge and skills at a district-operated or state-operated training center. Please see NJDOE Provisional Teacher Process.

Benefits

THE NOVICE TEACHER:

- Gains knowledge about district policies, job responsibilities, and school culture.
- Has emotional support that eases many concerns and anxieties.
- Improves teaching performance and promotes student learning.
- Engages in professional growth activities that enhance knowledge of effective strategies and techniques.
- Systematically builds on successful classroom practice.

THE MENTOR TEACHER:

- Becomes a stronger, more reflective practitioner.
- Transfers the knowledge and skills in effective classroom practice.
- Receives new ideas from a fresh perspective
- Functions as a teacher leader.
- Gains recognition for contributing to the professional growth of themselves and others.

THE STUDENT:

- Benefits from the experience of the mentor teacher.
- Receives instruction that is based on the most recent research and best practices.
- Learns in an environment that models collaboration, collegiality and life-long learning.

THE ADMINISTRATOR:

- Is supported in efforts to improve teacher quality and effectiveness.
- Has developed a cadre of teacher leaders to support reform efforts.
- Builds a feeling of collaboration within the school that encourages collegial problem solving.
- Is the staff leader in promoting positive professional growth
- Identifies and resolves the problems faced by new teachers.

THE SCHOOL DISTRICT:

- Retains quality teachers who understand the district and school culture.
- Identifies and assists new teachers in resolving problems.
- Creates cohesive schools that promote teacher professional training through learning communities.
- Becomes known for their support of the professional staff and the achievement of their students.

Roles and Responsibilities

SUPERINTENDENT:

- Develops, reviews, and submits Mentoring Plan annually
- Shares the plan with the SclPs.
- Completes and submits an SOA that the Mentoring Plan meets all of the requirements as listed in the regulations.

PRINCIPAL/SUPERVISOR:

- Selects a mentor for each novice teacher, and where applicable for each first-year teacher, reports assignment to the Superintendent.
- Serves as a facilitator for and monitors mentoring activities through SclP
- Reviews the Mentoring Plan with all partnerships through SclP
- Observes and evaluates new teachers according to state and district requirements.

MENTOR TEACHER:

- Serves as a professional role model in both professional and classroom practice and has received a rating of Effective or Highly Effective.
- Meets with the novice teacher, one-on-one, as mandated, and provides appropriate feedback after a non-evaluative observation or visitation.
- Provides assistance in writing an individual goal and reviews expectations concerning district and building-level goals.
- Provides assistance in writing Student Growth Objectives.
- Completes the following mandated training: Marshall Evaluation Rubric, NJ Professional Standards for Teachers, NJ Student Learning Standards, Classroom Observation skills, Facilitation of adult learning, Leads reflective conversation about instruction.
- Participates in site-based mentoring meetings.

NOVICE AND FIRST-YEAR TEACHER

- Expands the knowledge, skills, and attitudes necessary for optimal student-centered learning through PLCs, workshops, observations and independent study.
- Reviews and fulfills the required hours of professional learning for the district, building, and individual level goals.
- Collaborates with the mentor and supervisor to create an individual goal
- Allows the mentor to observe instruction and accepts and implements appropriate suggestions in a professional manner.
- Consults with the mentor, supervisor and/or data coordinator, as needed, to create and evaluate assessments for Student Growth Objectives.

Resources

Mentor Observation Prompts

There are many useful questions that will help teachers reflect on their lessons after an observation has been completed. By using a series of questions both participants are able to discuss the skills and strategies used during the lesson, and their ultimate effectiveness in improving teaching and learning in the classroom.

1. How do you think the class went in light of the objectives you set?
2. How do you feel the students grasped the concepts? Can you give examples that speak to that point?
3. Did you need to alter your plans at any time during the lesson? Why? How did you accomplish that?
4. Was there any one aspect of the lesson that you would like to teach differently? How would you like to change it?
5. Were the materials you used helpful in making the concept come alive?
6. Are there any teaching methods you would like to further explore that might help you in teaching this type of lesson?
7. Can you describe a strength in the lesson?
8. Describe an area of concern during the lesson. What could be done to change the outcome?
9. Were there behaviors in the class that are not normally present? What could be done to retain the focus of the students while addressing the behavior?
10. How did you react to (describe an event or behavior) the way you did?
11. How will you follow-up the lesson?
12. What strategies did you use to encourage student participation?
13. Can you describe how the students interacted with one another?
14. Identify how you incorporated a variety of questioning techniques that assist students in using higher level thinking skills.
15. How did you vary teaching techniques to address the needs of all of the students?
16. Can you identify elements of the lesson that help students relate the learning to real-world situations?
17. Identify ways that you were sensitive to the behavioral and academic needs of your students.
18. Describe some techniques that were used to assist students in working cooperatively that enables them to process their learning.

District Observations and Evaluation

First-year teachers and all non-tenured teachers who have received their *Certificate of Eligibility with Advanced Standing* (Traditional Route) or their *Certificate of Eligibility* (Alternate Route) will be observed based on the state requirements or the approval of a waiver consistent with the Marshall Rubric or other district-approved instruments. The State of New Jersey requires all holders of provisional certificates to be evaluated within the approved timeline. The Marshall Teacher Evaluation is an example of an evaluation tool that can be the foundation for observations and evaluations.

Observation:

Observation by your supervisor is an important aspect of the teaching and learning process. There are several areas that will be assessed that will give your supervisor a picture of your strengths and areas that might need improvement. These areas are called domains:

Teacher Evaluation Rubric – Kim Marshall

Domains:

1. Planning and Preparation for Learning
2. Classroom Management
3. Delivery of Instruction
4. Monitoring, Assessment, and Follow-Up
5. Family and Community Outreach
6. Professional Responsibilities

Evaluation and Professional Development Plan:

All staff members will be involved in a formal summative evaluation at the end of the school year. This evaluation will look at the job performance of the individual based on formal and informal observations by the administrative team. You will be fully aware of the areas in which you and your supervisor determine professional learning will either improve or enhance your instruction. Professional development may be suggested at any time during the year.

Individual Professional Development Requirements As Of SY13-14

- Each **teacher** must develop an individualized professional development plan (PDP) in consultation with his/her supervisor; this is typically done at the end of each school year, and must be done **within the first 30 days of employment** for those new to a district.
- Each teacher must complete **at least 20 hours of professional development each school year** (replacing previous requirement of 100 hours over 5 years)
 - The move to a yearly hourly requirement ensures that PDPs are revisited each year and are aligned with the teacher's evaluation results as well as any learning related to school, team, or district priorities.
- **School and district leaders** must develop an annual professional development plan that derives from the results of their annual evaluation and identifies professional goals aligned to individual, school, and/or district goals.
 - **School leaders** whose positions require a principal or supervisor's endorsement **will develop their plans in consultation with their superintendent** (chief school administrator) or designee.
 - **Superintendents** will develop their plans for review by their local board of education. All school leaders will be required to provide evidence of progress towards fulfillment of their plans.

Your Professional File

It is important that you maintain a personal and professional file of records that are critical to your job. Proper documentation can help you keep a potential problem from becoming a problem at all.

Please keep the following records:

- Your teaching certificate
- Your letter of employment and a copy of your contract
- All subsequent contracts
- Professional Learning Hours (PLH) certificates from the district and other professional experiences; log all in house PL on the Certificate Request Form
- Transcripts for college courses
- Observations
- Evaluations
- Anecdotal notes from evaluations or observations that required improvement in any area
- Professional Development Plans
- Letters of commendation from parents, administrators, Board of Education, or community organizations
- Awards and honors
- Records of any incidents involving discipline, violence, or other disruptive behavior – this includes reports of phone calls, copies of letters of disciplinary referrals, and logs on student behavior
- An updated resume
- Summaries of parent conferences
- Lesson plan files

Graduate Work:

Certified and tenured staff members may receive graduate credit reimbursement, as defined in the contract of your individual district.

It's Time to Begin the Year

1. Learn the layout of your school. Know how to get from your classroom to wherever you are going.
2. Get to know your principal, the assistant principal, and the supervisor. They will guide you through your first days in the school. Meet with your administrative supervisor to make sure the expectations of classroom practice are clearly defined.
3. Get to know the office staff and the facilities staff.
4. Familiarize yourself with the technology aspects of the job.
5. Make sure that you have the curricula/textbooks and teacher's manuals for all of the textbooks you will be using.
6. Think about the instructional strategies you will be using at the beginning of the school year and establish the layout and a seating chart for your students.
7. Organize your classroom based on the needs of your grade level.
8. Put up bulletin boards that are welcoming and that invite class participation.
9. Establish goals for the first couple of weeks of school.
10. Write lesson plans for the first week of school.
11. Establish routines for attendance, for class jobs, for homework, for class rules, etc.
Recommended Reading: The First Days of School, by Harry Wong
12. Talk to other members of your grade level or department to get an understanding of the procedures for the first week of school.

NVCC Mentoring Contract

The mentor and the mentee 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 follow the no-fault exit process to discontinue the mentor-mentee relationship

The mentor hereby agrees:

- To provide developmentally appropriate support
- To attend the mentee teacher's classes **regularly** and provide the novice teacher with feedback, coaching, and support

The mentee teacher hereby agrees:

- To observe the mentor's teaching, as well as the teaching of other experienced professionals
- To reflect on mutually established goals
- To assume the initiative to seek out the mentor for questions that may arise

The principal and supervisor hereby agree:

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

Protocol for a graceful exit:

- Confidentially contact NVCC office and attempt mediation
- Dissolve partnership
- Assign new mentor

All the parties 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

Supervisor

Date

Principal

Date



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 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 retain a copy for your own records.

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

Section 1

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NVCC Mentoring Documentation Form

Name:

Building

Codes:

Observation (O)

Modeling (M)

Conference (C)

Team Teaching (TT)

September	Week Of	Type of Mentoring
October	Week Of	Type of Mentoring
November	Week Of	Type of Mentoring
December	Week Of	Type of Mentoring
January	Week Of	Type of Mentoring

February	Week Of	Type of Mentoring
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March	Week Of	Type of Mentoring
April	Week Of	Type of Mentoring
May	Week Of	Type of Mentoring
June	Week Of	Type of Mentoring



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.
- 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

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.

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: _____

MENTORING TRANSFER TEMPLATE

Mentoring Information Related to Teacher Transfers³

Documenting Mentoring Support for Teachers in the Provisional Teaching Process (PTP) Who Are Leaving the District⁴

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 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.
- 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.

³ This teacher transfer information and form may be used by nonpublic schools having teachers enrolled in the PTP. Access complete information about the district mentoring program and new teacher support.

⁴

- 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](#) 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 PLRMS.

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

MENTORING TRANSFER TEMPLATE

District/Nonpublic School: _____

Novice Provisional Teacher's Name: _____

Novice Provisional Teacher's PLMRS Tracking Number: _____

Check One: ☐ CE ☐ CEAS

School District Contact: (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 (Please print): _____ Title: _____

Phone (incl. ext.): _____ Email: _____

Novice Provisional Teacher's Mentor: _____

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

Required initial, weekly one-to-one meetings have been completed: • Yes • No

Required minimum of 30 weeks of mentoring have been completed • Yes • No

If "No" was checked indicate below how many weeks of mentoring have been completed:

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

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

*Signature, Chief School Administrator (or designee)
or Nonpublic School Lead (or designee)*

Printed Name

Date

NVCC Mentoring Intent Form

This form indicates that you have a desire to mentor a Novice Teacher in the District. A copy, with the required signatures, must be submitted to your Principal for his/her records and a copy must be sent to the Mentoring Coordinator.

Name: _____

School: _____

Email: _____

School Phone: _____

Assignment: _____

Years Teaching: _____

Years in Current Position: _____

Home Address: _____

Please check all that apply:

_____ I was a Mentor Teacher for the current school year

Name of Mentee: _____

_____ I have been a Mentor Teacher prior to 2014-2015

Year(s) as a Mentor Teacher: _____

Name of Student Teacher: _____

_____ I have been a Cooperating Teacher for a Student Teacher

Year(s) as a Cooperating Teacher: _____

_____ Name of Student Teacher(s): _____

_____ I have received formal mentor training within the district

Year of Completion: _____

_____ I have received formal mentor training through another program. Please describe below:

I understand that I must receive training in the roles and responsibilities of a Mentor Teacher, communication skills and peer coaching. I agree to meet with the Novice Teacher on a regular basis throughout the year. The district will provide the initial training which will take place in August and/or September with follow-up sessions during the first year. The compensation for this training is part of the stipend received at the end of the year.

Signature of Applicant: _____

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

The applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. The applicant will be able to help the Novice Teacher face the realities of teaching and guide him/her in setting appropriate goals. The applicant is able to consistently model effective teaching strategies.

Building Principal

Colleague

Mentor's Checklist

Before school begins...

- Call to introduce yourself.
- Ask the beginning teacher to assemble a list of questions.
- Tour the building.
- Make certain that supplies and Teacher's Guides are available.
- Answer questions and supply additional related information.

On the first day...

- Introduce the beginning teacher to other staff members, especially those they will be working with most closely.
- Review daily routine.
 - ~ Homeroom period
 - ~ Attendance
 - ~ Lunch count
 - ~ Changing classes
 - ~ Special classes
 - ~ Playground, lunch, and door duty
- Review all paperwork for students to take home on the first day.
- Explain book cards and textbook distribution.
- Take the beginning teacher to the PTA luncheon and introduce them to room parents.

During the first week...

- Check **DAILY** to make sure the beginning teacher has settled into a smooth routine.
- Assist with any needed changes to the schedule.
- Be certain that first day paperwork has been returned and processed properly.
- Help the beginning teacher set up a gradebook and do the first full week's lesson plan.
- Review posting grades via the online format in your school.
- Set up a regular WEEKLY meeting time to check on progress and answer questions.
- Offer the beginning teacher a chance to observe you in class or set up other relevant and appropriate observations. Secure coverage if needed for observations.

Before mid-marking period 1...

- Provide needed information and advice for "Back to School Night".
- Review grading formulas.
- Assist with interims and CST review of interims as needed.
- Explain permanent record cards for reading and math, advise the beginning teacher to post test scores to these cards as soon as possible.
- Assist with pre-observation forms and answer questions about observation by administrators.

Before first report cards are due...

- Help the beginning teacher prepare for parent conferences.
- Assist with the completion of report cards as needed.

As the year proceeds...

- Continue to meet WEEKLY to answer questions and offer assistance.
- Explain standardized testing procedures.
- Guide the beginning teacher through:
 - ~ Referral to BSIP
 - ~ IEP meeting
 - ~ TRAC referral
 - ~ Child Study Team referral process
 - ~ CST staffing
 - ~ Retention decision

At year's end...

- Explain procedures for:
 - ~ Final grades
 - ~ Needs assessment form
 - ~ Permanent record folders
 - ~ Professional Improvement Plan
- Review end-of-year checklist.

Year Two

- Continue to meet regularly (MONTHLY at least) to provide support.
- Explain the documentation for professional learning hours.
- Guide the new teacher through any procedures listed above which were not experienced the first year.

Reflective Feedback Protocol

Reflective feedback protocol

Reflective feedback is a protocol used to assist a teacher in reflecting on his or her lesson. A coach chooses observing and giving feedback when teachers have implemented new practices within their own classrooms independently and are ready to receive feedback. This form of classroom support helps teachers hone their instructional skills and strengthen their practice. It also supports a teacher in becoming a reflective practitioner who regularly examines his or her own practice.



Teacher _____ Coach _____

Conference date _____

Tell me about the highlights of your lesson.

How was this lesson different than what you planned? What do you think accounted for those differences?

What evidence from the lesson tells you if your students achieved the lesson's goals?

Teachers make many decisions as they teach. What decisions did you find yourself making during this lesson? Tell me about some of them and share your decision-making process. How did you arrive at those decisions?

What did you learn that you will apply to a future lesson?

Source: Killian, J. & Harrison, C. (2006). *Taking the lead: New roles for teachers and school-based coaches*. Oxford, OH: NSDC.

Collegial Visit

COLLEGIAL VISIT Bring structure to classroom observation

The observing teacher should record her observations on the note-taking guide. The coach or visit facilitator is encouraged to do the same.

Maintain a predetermined focus while completing this form in order to avoid getting hung up on unrelated details.

Teacher's Name:	Date of visit:
What is the focus of your visit?	
What are students doing?	What is the teacher doing?
What questions do you have as a result of this visit?	
What are your next steps?	

Source: Learning Forward, May 2012

Culture of Trust

CULTURE OF TRUST Build collaboration and collegiality

A culture of trust is essential for building collaboration around professional learning (Roy & Hord, 2003). The following actions contribute to building a culture of trust (Roy, 2007). Complete this self-analysis to discover how you can reinforce these actions in your own practice.

1	Build teacher trust in your decisions. How can you demonstrate that your educational decisions put the interests of students above personal and political interests?
2	Keep your word. How consistently do teachers see that you do what you say and that you follow through with promised actions?
3	Show your respect for teacher competence and intentions. How can you show teachers you believe in their abilities and that they operate with the best interest of students in mind?
4	Address incompetence fairly and firmly. How can you better respond to personnel issues related to incompetence?
5	Demonstrate your own competence. How can you communicate a strong vision for professional learning and clearly define expectations that are upheld for all faculty members?

Source: Roy, P. (2007, February). Trust is the on-ramp to building collaboration and collegiality. *The Learning Principal*. Oxford, OH: NSDC

Sample Agenda for the NVCC 2-Day Mentoring Workshop

Successful Mentoring

Day 1

- Mentoring then and now
 - Personal reflections
 - Policies and procedures
 - Key elements
- Phases of teacher-mentor relationship
 - Roles and responsibilities
 - Needs of new and transfer teachers
- Establishing the relationship
 - Trust - Integrity
 - Key communication skills
- Navigating the Challenges of Mentoring
 - School Culture
 - Time
 - Cross Generational Staff
- Mentoring and Coaching
 - Key Communication Concepts
 - Effective Listening
 - Feedback / Questioning Techniques
 - Case Studies
- Goals and plans for mentoring

Successful Mentoring

Day 2

- Promoting Collaborative Learning
 - Roles and ongoing responsibilities of a mentor
 - Facilitating transition
 - Change and CBAM model
- Mentoring Leadership Style
 - Facilitating Mentee Development
 - Mentoring, Coaching and Supervision
- Developing Mentoring Skills/ Coaching Techniques:
 - Feedback
 - Collecting classroom observation data
- Observation Practice
- Action Plans
- Gallery Tour



Closter Public Schools District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Closter Public Schools	Vincent McHale	September 2026 – June 2027

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Monitor student progress toward meeting state standards and utilize assessment data to improve and accelerate student learning.	Teachers and administrators	Progress monitoring ensures that students are working toward meeting grade-level expectations in all content areas. Teachers will use LinkIt! and Aimsweb benchmark data, along with the 2025-2026 NJSLA ELA, Mathematics, and Science data, to determine students' starting point at the start of the 2026-2027 academic year.
2	Implement the New Jersey Student Learning Standards (NJSLS) and instructional engagement strategies in content areas to improve student achievement	Teachers and administrators	It is critical for teachers to have content knowledge, understanding of the content standards, awareness of best instructional strategies for engaging learners, and skill in planning instruction and technology integration.
3	Advance district priorities for 2026-2027 by fully launching the Profile of a Closter Learner (POCL) Rubric across content areas, implementing school-based Social-Emotional Learning (SEL) and character education action plans, and establishing an Innovative Learning Committee to research and pilot innovative instructional practices	Teachers, support staff and administrators	Embedding the POCL Rubric into daily instruction ensures that the district's competencies for a graduate are explicitly taught and assessed across grade levels, while explicit attention to SEL and character development supports the conditions necessary for academic achievement and helps students build the self-regulation, relationship, and decision-making skills essential to school and life.



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	- Complete benchmark assessments with LinkIt!, Aimsweb Plus, and district assessments - Work in PLCs to analyze data and set action plans for students	- Lesson plans will reflect differentiated instruction determined by PLCs and teachers. - Utilize professional resources and course offerings through Northern Valley Curriculum Center
2	- Attend Northern Valley Curriculum Center workshops on curriculum, content and instructional strategies - School-level meetings on curriculum and student engagement - Middle School teachers will implement a W.I.N. period once per week to provide additional academic support to students	Utilize professional resources and course offerings through Northern Valley Curriculum Center
3	- Provide professional learning on the POCL Rubric, including the Grades PreK-8 framework mapping rubric characteristics to content areas, during professional development days and faculty meetings - Building-level teams use morning meetings, advisory time, and grade-level PLCs to develop school-based SEL and character education action plans - Establish the Innovative Learning Committee and convene initial meetings to identify research priorities and potential instructional pilots	- Conduct classroom walkthroughs and PLC discussions to monitor integration of the POCL Rubric into lesson plans, student feedback, and student work samples - Review school climate and behavioral data at mid-year and end-of-year checkpoints to monitor implementation and impact of building-level SEL/character education action plans - Innovative Learning Committee shares pilot outcomes and a summary of recommendations with staff and administration at year's end



3: PD Required by Statute or Regulation

State-mandated PD Activities	
Reading Disabilities Training: 2 Hours in January for appropriate staff – annual requirement	
Suicide Prevention: 5-year training will be provided to all employees in October 2026	
Review of HIB Policies and Procedures: September faculty meeting; all staff complete Safe Schools Online HIB training <i>Bullying: Recognition and Response</i>	
Recognition of Substance Abuse: Safe Schools Online	
School Safety: September faculty meeting	
Law Enforcement Operations: faculty meeting	
Gang Awareness: Administrators attended Office of the Attorney General seminars	
Code of Conduct: September faculty meeting	
Missing and Abused Children: September faculty meeting	
Electronic Violence and Vandalism Reporting System: September faculty meeting	
Communicable Diseases and EpiPen: Training by school nurse at September faculty meeting, and as needed	
Asthma: Safe Schools Online	
Bloodborne Pathogens: Safe Schools Online	
Alcohol, Tobacco, and Drug Prevention: Safe Schools Online	
AchieveNJ: September faculty meeting with follow-up throughout the year; SGO training and support in September – October	
Integration of Strategies for MLs: Faculty meetings and small group grade level sessions	
Gifted and Talented: Grade level meetings with gifted and talented teacher throughout the year	

4: Resources and Justification

Resources	
Closter's professional development is delivered in-district, whenever possible. However, a few professional development experiences require outside consultants, such as Dyslexia training provider, Accelerated Learning, Mental Health, and Safe Schools Online. We are part of the Northern Valley Curriculum Center, which provides additional professional learning opportunities for faculty and staff. These activities, and as-needed materials, have been developed with the 2026-2027 budget as approved by the Closter Board of Education and through federal grants.	
Justification	



Closter Public Schools has as one of its core beliefs: *In Closter Public Schools, we believe skilled, caring teachers are the most important variable in the classroom and we should consistently provide resources to assist them in life-long learning.* Professional learning is provided to teachers so they may successfully deliver the curriculum. We have identified the professional development priorities to ensure high-quality delivery of instruction to our students as we support their academic, social and emotional growth.

Signature: _____

Superintendent Signature _____

Date _____