

**EAST RUTHERFORD SCHOOL DISTRICT
TEACHER MENTORING PLAN**

2024-2025

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SECTION 1: DISTRICT PROFILE

Name of District: East Rutherford School District

District Code: 1230 County Code: 03

District Address: 250 Grove Street, East Rutherford, New Jersey 07073

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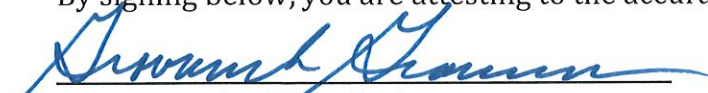
Type of District: PK - 8

This mentoring plan will be in effect during the 2024-2025 school year.

The district mentoring plan has been developed in accordance with all the mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9C-5.1(d), including, but 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.
- ✓ All non-tenured teachers in their first year of employment receive individualized supports and activities.
- ✓ 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, has received a summative rating of effective or highly effective on the most recent summative evaluation, pursuant to N.J.A.C. 6A:10.
- ✓ 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 Professional Standards for Teachers, the New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- ✓ Each mentor teacher understands the social and workplace norms of the school district and the community it serves.
- ✓ Each mentor teacher understands the resources and opportunities available in the school district and is able to act as a referral source to the novice teacher.
- ✓ The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
- ✓ The district mentoring plan has been shared with each school improvement panel.
- ✓ Mentoring time is logged and mentor payments are handled through the district office.

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


Signature, Chief School Administrator

Giovanni A. Giancaspro
Printed Name

East Rutherford Public Schools
District Name

July 25, 2024
Date

SECTION 2: VISION AND GOALS

A) Vision

Since staff members are one of the foundational elements of educational excellence, the East Rutherford School District has an interest and obligation in seeing new-to-the district teachers become successful. It is widely accepted that sharing experiences can enhance the teaching experience and collegial nurturing under the guidance of experienced professionals. The East Rutherford School District has established the “New-to-the-District Teacher Mentoring Program” to assist new teachers in developing a meaningful understanding of district practices and effective teaching techniques in alignment with the Professional Standards for Teachers (N.J.A.C. 6A:9-3.3).

B) Goals

The goals of the program must include:

- Enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement. (Standard 1, 2, 3, 4, 5, 6, 7)
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching. (Standard 9,10)
- Assist novice teachers in the performance of their duties and adjustment to the challenges of teaching. (Standard 3, 8, 9)
- Foster a better educational environment by promoting the cooperation among teachers, administrators, support staff and all stakeholders. (Standard 3)
- Ease the transition of new staff into the district. (Standard 10)
- Promote personal and professional well-being. (Standard 10, 11)
- Recognize that professional development of a teacher is an ongoing educational process, from pre-service to departure from the profession. (Standard 9)

SECTION 3: MENTOR SELECTION

A) Guidelines for Selection of Mentors

Mentors may volunteer by making a formal request to the building administrator or may be appointed by the building administrator. Mentors and new teachers are matched based on common subject and/or grade level and building assignment whenever possible. No mentor should have more than one new teacher at a time. A mentor should be a certified teacher who has been in the East Rutherford School District for a minimum of three years.

In addition, effective mentors may possess the following qualities:

Attitude and Character

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practice
- Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and open-minded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter
- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Understands the policies and procedures of the school, district, and teachers association
- Is meticulous observer of classroom practice
- Collaborates well with other teachers and administrators
- Is willing to learn new teaching strategies from novice teachers

Communication Skills

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that prompt reflection and understanding
- Offers critiques in positive and productive ways
- Conveys enthusiasm and passion for teaching
- Is discreet and maintains confidentiality

Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a novice teacher's emotional and professional needs
- Is attentive to sensitive issues
- Is patient
- Is approachable; easily establishes rapport with others

B) Criteria for Selection of Mentor

- Each mentor teacher must hold 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.
- Each 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, has received a summative rating of effective or highly effective on the most recent summative evaluation, pursuant to N.J.A.C. 6A:10.
- 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 Professional Standards for Teachers, the New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- Each mentor teacher understands the social and workplace norms of the school district and the community it serves.
- Each mentor teacher understands the resources and opportunities available in the school district and is able to act as a referral source to the novice teacher.

In addition, mentors should meet the following criteria and be trained in:

- committed to the goals of the local mentoring plan
- maintain the confidential nature of the mentor teacher/novice teacher relationship
- experienced and certified in the subject area in which the novice teacher is teaching, where possible
- trained in the Danielson Evaluation Instrument and the Oncourse System, East Rutherford School District's evaluation rubric and practice instrument
- trained in Genesis, the student information system
- understand the Professional Standards for Teachers and the Standards for Professional Learning
- trained in the New Jersey Student Learning Standards
- understand classroom observation skills
- is able to facilitate adult learning and leading reflective conversations about teaching practice

SECTION 4: ROLES AND RESPONSIBILITIES OF MENTORS

The following roles and responsibilities are essential to ensure a successful experience for both the mentor and the novice teacher:

- Participate in sustained, ongoing mentor training
- Full school year of 1-to-1 mentoring from beginning of assignment, pro-rated for part time teachers
- Mentor/Mentee meet at least once/week for first 4 weeks of assignment for novice provisional teacher holding a CEAS
- Mentor/Mentee meet at least once/week for first 8 weeks of assignment for novice provisional teacher holding a CE
- Mentor leads mentee in guided self-assessment on the teachers' practice instrument
- Assist in developing a Professional Development Plan (PDP) within 30 days of new assignment
- Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period
- Establish regular monthly (in September/ October weekly meetings are suggested) conferencing times to discuss novice teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for teachers and the New Jersey Student Learning Standards
- Maintain confidentiality for all mentor-novice teacher activities
- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel
- Document mentoring activities and time using the attached Monthly Teacher Mentoring Log
- Provide opportunities for the novice teacher to observe the mentor and other content experts
- Observe the novice teacher during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management
- Be a model of professionalism
- Encourage the novice teacher to participate in collaborative professional learning activities, such as action research, team meetings, and reflective practice
- Assist the novice teacher in understanding the importance of and the district's teacher observation/evaluation procedures as per Achieve NJ

A mentor is an educator who:

- Demonstrates the ability to communicate well with others.
- Demonstrates effective teaching skills.
- Demonstrates a commitment to professional growth.
- Has the respect of colleagues.
- Is committed to the teaching profession and to the service of children.
- Is an effective resource person.

SECTION 5

PROFESSIONAL LEARNING COMPONENTS FOR MENTORS

A) List of Professional Learning Opportunities

Transition to Mentoring

As a novice teacher is inducted into the teaching profession, the roles and responsibilities of the mentor and novice teacher may vary according to the phases of teacher development. The roles and responsibilities are influenced by the knowledge, dispositions, and performances that are identified in the New Jersey Professional Standards for Teachers. The following are the phases in the mentor-novice teacher relationship development:

1. The mentor and novice teacher will work together to build trust and a comfort level.
2. The mentor will gain knowledge about the goals and concerns of the novice teacher and begin to exchange information.
3. The mentor will provide information as needed and then help to set priorities and become a model for the novice teacher.
4. The mentor will offer assistance and seek suggestions from the novice teacher to allow him/her to take some responsibility for the relationship.
5. The mentor will explore interests and beliefs of the novice teacher to gain better insight into reasons for his/her decisions.
6. The two teachers will work more collaboratively, sharing ideas, analyzing, and making decisions.
7. The mentor will begin to withdraw from the relationship by encouraging the novice teacher to become more independent. The mentor will use questioning techniques to guide the novice teacher in becoming a reflective practitioner.

Communication and Building Trust

A positive mentor-novice teacher relationship involves building and maintaining respect, trust, and effective communication. This will be accomplished in the following manner:

- The mentor will listen to the novice teacher in a manner that shows respect and value of his/her ideas.
- The mentor will practice openness when sharing information.
- The mentor will speak authentically about his/her feelings.
- The mentor will explain what he/she understands and admit when there is something that he/she doesn't understand.
- The mentor will explain why he/she shifts the level of support according to the situation.
- The mentor will follow through and do what he/she says he/she will do.
- The mentor will continually work at safeguarding confidentiality.
- The mentor will be open to feedback.
- The mentor will be truthful.
- The mentor will be consistent.
- The mentor will be supportive publicly and privately.

Mentoring Challenges

The novice teacher and mentor need to work together to establish parameters for their roles and responsibilities and their expectations of each other so the mentor doesn't overextend him/herself. The following are areas that have been identified as challenges for a mentor:

- Overextending himself/herself
- Interacting with the novice teacher without clearly defined roles and responsibilities, training or support from the school leader
- Assuming too much responsibility for the novice teacher
- Under-utilizing the professional growth opportunities available through working with a novice teacher
- Inability to find time to meet on a regular basis
- Inappropriate faculty room discussions of novice teacher's abilities
- Personality conflicts
- Novice teacher who resists mentoring assistance
- School leader requesting evaluative information from the mentor

Adult Learning Theory

Mentors need to know the characteristics of adult learners, learning styles, and phases of teacher development to facilitate working with novice teachers and other colleagues. The following are four adult learning principles that have been identified:

- Adult learners are socially interactive.
- Adult learners bring rich experiences to learning.
- Adult learners learn by doing, often in problem-based situations.
- Adult learners benefit from the process of feedback and reflection.

Adult learners benefit from the following:

- Being provided with a deep understanding of a topic
- Time to practice new skills with feedback until it changes practice
- Active learning processes for adults including reflection such as "discussion and dialogue, writing, demonstration, practice with feedback, and group problem-solving"
- A choice in the selection of their learning opportunities and the learning environment, which may be alone or with others

Questioning Techniques

The mentor will employ questioning techniques that challenge and stretch both the mentor and novice teacher to reflect on their classroom practices that enhance student learning. The mentor will employ many of the following questioning techniques:

- Questions should be open-ended.
- Questions should focus on the event or behavior and not the person.
- Questions should be probing.
- Questions should be non-judgmental.

A mentor will also consider using reflective questions to help the novice teacher hypothesize what might happen in a lesson, analyze what worked or didn't work in a lesson, imagine possibilities for future lessons, and compare/contrast what was planned and what really happened in the lesson.

Reflective questions could include:

- What's another way you might....?
- What would it look like if....?
- What do you think would happen if...?
- What do you think....?

Using Standards-Based Formative Assessments

The use of standards-based formative assessments provides a confidential structure for interaction between a mentor and novice teacher to allow for reflection on strengths and areas for growth. The purpose is to allow the mentor to guide and support the novice teacher in identifying professional learning activities that are most appropriate to improve classroom teaching. The mentor can help the novice teacher identify and make progress toward his/her identified professional goals. Together the mentor and novice teacher determine the next steps by focusing on what to observe during classroom visitations, by collaboratively planning lessons, by making suggestions for improvement or adjustment, and by modeling lessons.

The characteristics of formative assessment used in the mentoring relationship include:

- An ongoing measurement of growth over time.
- Evidence of student learning and teacher practice to help identify areas of strength and for growth.
- Objective and data-based.
- Responsive to the teacher's developmental needs.
- Interactive and collaborative.
- Assessment tools that support inquiry and reflection.

Classroom Visitations

When a mentor visits the classroom of a novice teacher, he/she has an opportunity to observe what is happening in the classroom. The mentor will use reflective questioning techniques to engage the novice teacher in reflection after the classroom visitation and then will begin to set goals. The information gathered from the classroom visitation will be used to support the novice teacher's reflection in planning for his/her continuous professional growth.

The following is the format for a classroom visitation:

1. Planning the Conference
 - Set a specific date and time for a classroom visitation and follow-up conference.
 - Agree upon what is to be observed.
 - Determine where the mentor is to sit in the classroom.
 - Discuss the lesson plan and what is to be learned.
 - Specify any observation tools to be used.
2. Classroom Visitation (20-50 minutes)
 - Observe one or two teaching behaviors or strategies
 - Use any other observation tools agreed upon prior to classroom visitation

3. Reflective Conference

- Establish a trusting environment
- Share any specific data collected
- Engage in reflection of lesson
- Discuss areas of focus for demonstration lessons or professional learning activities

The purpose of using various observation tools is to record objective, usable data that focus on verbal and nonverbal behaviors of both students and novice teacher. The following are observation tools that the mentor can use during a classroom visitation to collect data include the following:

- Seating charts
- Student/teacher question patterns
- On-task behavior
- Reinforcement and feedback
- Classroom movement patterns
- Cause-and-effect records
- Verbatim transcripts
- Videotapes

Collegial Coaching

There are four phases in the collegial coaching cycle:

1. Planning- The mentor and novice teacher will determine what specifically will be observed during the classroom delivery of the lesson and how data will be collected so that decisions can be made as to the effectiveness of the lesson.
2. Observation of the teaching performance- The mentor will observe and take data on the instructional or learning behaviors determined during the planning phase. The observation notes are meant to be a mirror so that the teacher can see what was taking place during the lesson.
3. Reflection time- Following observation, the mentor and novice teacher will meet to reflect on instructional actions and the relationship between teaching behaviors and student learning.
4. Debriefing- The mentor and novice teacher will problem-solve in order to bring about changes in instructional practices.

Designing Professional Growth Activities

Mentoring will ensure movement of the novice teacher from dependence to self-direction through ongoing support and guidance from the mentor. Professional learning activities will include any or all of the following:

- Sharing views concerning possible career paths and goals.
- Providing direct assistance: answering questions, suggesting strategies, supplying resources.
- Creating opportunities for the novice teacher to become involved in professional activities- such as faculty activities, professional association, special projects, and to “prove” him/herself as a professional.
- Providing information on the mentor’s own professional development plan as a model.
- Assisting the novice teacher in setting short- and long-term professional goals.
- Acting as a resource to help the novice teacher obtain information about certification and continuing education requirements.
- Suggesting or providing books, articles, professional videos, and so on.

Ongoing Networking

Mentors will be given opportunities to meet with other mentors to share successes, to problem solve, and to share effective instructional strategies through attendance at the New Teacher University sessions throughout the school year.

B) Alignment with the NJ Professional Standards for Teachers

All of the professional learning opportunities used to train and support mentor/novice teachers listed and explained in this section are aligned with the following Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-3.3.

The Learner and Learning

Standard One: Learner Development

Teachers shall understand how learners grow and develop, recognizing the pattern of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable learner to meet higher standards.

Standard Three: Learning Environments

The Teacher works with others to create environments that support individuals and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.

Content

Standard Four: Content Knowledge

The Teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard Five: Application of Content

The Teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard Six: Assessment

The Teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard Seven: Planning and Instruction

The Teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard Eight: Instructional Strategies

The Teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility**Standard Nine: Professional Learning**

The Teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The Teachers seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

The Teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Mentoring Activities Checklist

The following are suggested activities that should be considered for discussion between the mentor and novice teacher.

AUGUST/SEPTEMBER

- Welcome the novice teacher with a phone call prior to school.
- Write a brief note of support-share your own “starting out” stories.
- Work/life balance and stress management.
- Give the novice teacher a tour of the building and introduce staff members.
- Review building procedures/student handbook together.
- Discuss the policies and social tradition of the school/district.
- Show the novice teacher how to get necessary materials and books.
- Review emergency procedures for the building.
- Share building schedules.
- Be accessible the first day and week.
- Discuss basic discipline policies for the school.
- Review lesson plan procedures.
- Help the novice teacher understand the phone and technology procedures (Helpdesk).
- Explain school/district forms. (Personal day, referral, workshop, incident reports, HIB, etc.)
- Review grading/assessment procedures.
- Discuss procedures and payment for the mentoring program.
- Review evaluation and observation procedures.
- Establish a regular routine for meetings with your novice teacher.
- Get the novice teacher ready for Back-to-School events.
- Let the novice teacher know of upcoming professional learning opportunities.
- Review holiday, birthday, and classroom celebration procedures.
- Visit informally as the novice teaches a lesson.
- Share professional development procedures.
- Discuss how to call out sick and set up for a substitute.
- Encourage parental communication and maintenance of communication log.
- Discuss special needs students.
- Review faculty meeting procedures.
- Discuss attendance at PTO meetings.
- Creation of Student Growth Objectives (SGO) and tool for assessment.

OCTOBER/NOVEMBER

- Review field trip procedures.
- Review and discuss classroom and time management.
- Explain how to make referrals (CST and I&RS)
- Set up a time for the novice teacher to visit your classroom.
- Accentuate the positive and encourage reflection.
- Save student work for conferences.
- Discuss conferencing procedures.
- Review progress reports.
- Look at report card procedures.
- Continue to look at effective classroom practices.

- Share bulletin board and project ideas.
- Be there on the good days and the bad.
- Encourage attendance at the NJEA convention.

DECEMBER/JANUARY

- Discuss sensitivity to holidays.
- Make sure the novice teacher is aware of any staff social get-togethers.
- Review the fall's highlights – success and challenges.
- Share bad weather and school closing procedures.
- Go to professional learning activity together.
- Share ideas for lesson plans immediately preceding a holiday.
- Look at mapping out the semester and discuss pacing.
- Be encouraging.
- Prepare for the next report card.
- Midyear SGO assessment and progress towards attainment.

FEBRUARY/MARCH

- Review any standardized testing procedures.
- Review grade or department expectations for students.
- Review additional observation and evaluation procedures.
- Encourage your novice teacher to make special plans to celebrate spring break.
- Discuss special classroom techniques (cooperative and flex groups).
- Discuss reinforcing behavioral rules right before spring break.

APRIL/MAY/JUNE

- Final SGO assessment and analysis/reporting of data.
- Explain rehiring practices and contracts.
- Discuss how to design an individual Professional Development Plan.
- Review end of the year procedures.
- Take time to celebrate the year.
- Offer tips for packing up the classroom.
- Consider ideas for the last weeks of school that engage students in meaningful activities.
- Review white card procedures.
- Share end of the year celebrations with students.

Discussion Topics

The following are areas that should be considered for discussion between the mentor and the mentees:

- Lesson plans
- Large-group instruction
- One-to-one instruction
- Informal classroom assessment
- Producing instructional material
- Rapport with faculty and staff
- Cultural/ethnic awareness
- Cooperative learning
- Educational philosophy
- Time management
- Using Assessment to Drive Instruction
- Grading procedures/grade book
- Special events (ex. plays, concerts)
- Classroom safety
- Field trips
- Report card/progress reports
- Professional development
- Substitute teacher plans
- New Jersey Student Learning Standards
- Teaching strategies
- Small group instruction
- Classroom and behavior management techniques
- Instructional units/curriculum
- Crisis Intervention Strategies
- Differentiated Instruction
- Expectations of student achievement
- New Jersey Student Learning Standards
- Content area
- Teaching styles (observing other teachers)
- Policies and procedures
- Development/assignment of projects
- Confidential information (written/spoken)
- Communication skills with parents and staff
- Reflective teaching
- Year-end responsibilities
- IEP's
- Referral of students
- Positive Reinforcement Strategies
- Development of SGO, Student Growth Objectives
- Development of Professional Development Plans (PDP)
- Teacher Evaluation System – Danielson OnCourse
- Genesis; student information system

SECTION 6

PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

A) Professional Learning Opportunities

A key element in designing and implementing a successful mentoring program is the provision for providing individualized ongoing training and support for novice teachers. The East Rutherford School District's personnel will provide individualized training for novice teachers that will include the following components.

New Teacher Orientation

The East Rutherford School District will provide training for all new non-tenured teachers in their first year of teaching at the beginning of each school year. The purpose of this training is to help new teachers become familiar with:

- East Rutherford School District's policies and procedures
- Training on Danielson and Oncourse, the District's teaching evaluation rubric and practice instrument
- Training on Genesis, the student information system
- New Jersey Professional Standards for Teachers
- New Jersey Student Learning Standards
- East Rutherford School District Curriculum
- Development of Student Growth Objectives (SGO)
- East Rutherford School District's program initiatives, and effective research-based strategies
- Facilitating adult learning and leading reflective conversations about teaching practice

The East Rutherford School District will provide ongoing training throughout the school year on various topics such as methods of instruction and behavioral management. Novice teachers will engage in professional development opportunities offered in and out of district.

Classroom and Behavior Management

The following information will be provided to the novice teacher to assist him/her in establishing a learning environment:

- The mentor will introduce the novice teacher to training provided by Oncourse learning modules and webinars for establishing a positive learning environment.
- Consistent, proactive discipline is essential for effective classroom management.
- Effective teachers establish routines for all daily tasks and needs.
- Effective classroom managers orchestrate smooth transitions and continuity of momentum throughout the day.
- Effective teachers and classroom managers strike a balance between variety and challenge in student activities.
- Effective classroom managers can multitask.
- Effective educators have a heightened awareness of all actions and activities in the classroom.
- Classroom management skills include the use of space and proximity or movement around the classroom for nearness to trouble spots and to encourage attention.
- Effective teachers anticipate potential problems as a means to limit disruption.
- Effective classroom teachers resolve minor inattention and disruption before they become major disruption.
- Effective classroom managers are able to increase student engagement in learning and make good use of every instructional moment.

Meeting the Needs of Diverse Students

The novice teacher will be instructed on how to understand and address the diverse needs of all students. Instruction will focus on:

- Novice teachers will explore their own personal histories and experiences, as well as the histories of their students and their families
- Novice teachers will develop an appreciation for diversity.
- Novice teachers will engage in reflective thinking and writing.
- Novice teachers will read about and/or visit teachers in diverse settings.

Focus will be on making novice teachers aware that as they plan lessons, they need to take into consideration the students' cultures and languages in their classrooms and respect their diversity.

Lesson Planning

Developing strategies for effective teaching is an ongoing process that requires the teacher to link curriculum, instruction, and assessment. To be effective, the teacher needs to be able to:

- Develop instructional strategies and methods that:
 - i. Cover essential core curriculum content over the course of the year;
 - ii. Schedule each day and week to address all subject areas within the given time frames;
 - iii. Plan daily lessons and thematic units;
 - iv. Constantly align lesson objectives with standards to be addressed;
 - v. Maximize time spent on learning.
- Select curriculum materials, always keeping standards in mind.
- Perform standards-based assessments (formative, diagnostic, summative, formal, and informal)

Designing Professional Development Goals

The mentor will work collaboratively with the novice teacher to identify the novice teacher's strengths and areas for improvement in teaching practice. Formal and informal assessments will be used to determine area of focus and may include: self-assessments, data gathered by observations during classroom visitations, and analyses of student work in relation to the New Jersey Student Learning Standards.

B) The 20-Day Requirement for Novice Alternate Route Teacher

A key element in designing and implementing a successful mentoring program is the provision for ongoing training and support for novice alternate route teachers. The East Rutherford School District's personnel will provide identical training for novice alternate route teachers as for all novice teachers (Refer to Page 17 of Mentoring Plan). In addition, the novice alternate route teachers will also receive the following supports:

- 34 weeks of mentored teaching including four weeks or at least 90 hours of contact time with their mentor to include orientation, induction, pre-service or summer clinical experiences.
- Experiences will be provided prior to the start of employment through summer school observations/sample teaching.
- Veteran teachers will be provided the opportunity through the use of substitute teachers to support the novice teacher in his/her classroom.
- Ongoing support and training throughout the school year will be offered to the novice alternate route teacher which may extend over the 20-day intensive mentoring period.
- Alternate route teachers who are hired midyear will be provided the opportunity to observe the outgoing teacher and other highly effective veteran teachers prior to the start of employment.

Modification of the 20-Day Requirement

The district may modify the 20-day requirement and reduce the number of contact hours for alternate route teachers in the following instances:

- Candidates with teaching experience who have documented extensive nursery to grade twelve teaching experience in non-public schools or in another state, or working under an emergency/conditional certificate. The 90 hours may be reduced to 50 hours.
- Candidates who have completed Phase 1A of the state sponsored regional training prior to being employed. The 90 hours may be reduced to 70 hours.
- Pre-School through Third Grade candidates (P-3) who have served for one year as a lead teacher or two years as an assistant teacher in a pre-school. The 90 hours may be reduced to 50 hours.

SECTION 7

RESOURCE OPTIONS USED

The East Rutherford School District agrees to support the implementation of the local mentoring plan with the following resources:

- substitute coverage for release time as needed for classroom visitations by novice teachers and mentors
- release time for collaboration with appropriate personnel
- consultative personnel to assist mentors in providing expert materials and services to novice teachers
- extensive professional development program available to novice teachers
- access to video resources and professional publications
- access to teaching materials, computers and internet
- continued funding of the mentoring plan

SECTION 8 FUNDING RESOURCES

A recommendation may be made to the Board of Education to allocate a budget for the Mentoring Program. District funding would support the following:

- additional professional learning and training
- ongoing training of mentors and novice teachers
- professional books and literature
- purchase of training DVD's for mentors and novice teachers
- monies for substitute teachers to cover release time for mentors and novice teachers

State funding **when available** would be used for mentor stipends, **otherwise to be paid by the novice teacher**.

The school district's administrative office shall oversee the payment of mentors. The mentor must submit mentor stipends to the Board Office a month prior to the completion of the mentoring program via check made payable to the East Rutherford Board of Education. Payment shall not be conferred directly from the provisional novice teacher to his/her mentor.

Mentoring Fees:

- CE Teacher: \$1,000.00
- CEAS Teacher: \$550.00

MONTHLY TEACHER MENTORING LOG

Instructions: Please log each session with your Mentee. Submit this log form to your building principal 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: _____

<u>Date</u>	<u>Time:</u> <u>From: To:</u>	<u>Total Time</u>	<u>Description Of Activities</u>

Principal's Signature: _____

