



Parsippany-Troy Hills Township School District's

**DISTRICT MENTORING PLAN
2018-2021**

Approved by the Board of Education July 14, 2011
Approved by the Board of Education _____
Revision February 26, 2013
Revision August 15, 2013
Revision May 10, 2018
Revision October 30, 2021

Current NJDOE mentoring web-site

<http://www.nj.gov/education/profdev/mentor/>

Current NJDOE Certification and Induction

<http://www.state.nj.us/education/educators/license/>

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MENTORING PLAN CHECKLIST

| Required | Components of Mentoring Plan | Included |
|-----------------|---|-----------------|
| ✓ | Title Page | ✓ |
| ✓ | Table of Contents | ✓ |
| ✓ | Section 1: District Profile | ✓ |
| ✓ | Section 2: Needs Assessment | ✓ |
| ✓ | Section 3: Vision and Goals | ✓ |
| ✓ | Section 4: Mentor Selection | ✓ |
| ✓ | Section 5: Role and Responsibilities of Mentors | ✓ |
| ✓ | Section 6: Professional Learning Components for Mentor Teachers | ✓ |
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| ✓ | Section 8: Action Plan for Implementation | ✓ |
| ✓ | Section 9: Resource Options Used | ✓ |
| ✓ | Section 10: Funding Resources | ✓ |
| ✓ | Section 11: Program Evaluation | ✓ |

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SCHOOL DISTRICT MENTORING PLAN- STATEMENT OF ASSURANCE

Requirement

New Jersey school districts must annually certify to the New Jersey Department of Education (NJDOE) that they are complying with the state's requirements for the school district professional development plan, including requirements for the district mentoring plan (N.J.A.C. 6A. 9B-8.9; N.J.A.C. 6A; N.J.A.C. 6A: 9C-5.3).

Who must certify their compliance with the district mentoring plan regulations?

- All public school districts
- All charter schools * Except those that exclusively hire novice teachers under the Charter School Certificate of Eligibility
- Approved Private Schools for Students with Disabilities (APSSDs)
- Nonpublic schools and other state-approved schools who require New Jersey certification for their teachers

What is the process for annually certifying compliance with these regulations?

- Certification is made in the Provisional Licensure Registration Management System (PLRMS).
- The PLRMS is an application within the New Jersey Department of Education's Homeroom Portal.
- When a school district logs into the PLRMS, a screen will appear requiring the chief school administrator (or designee) to attest to meeting the requirements for the district mentoring plan by checking off the appropriate box on the screen.
- Certification is only required once each year.
- Once the certification has been completed, the user will be free to access the PLRMS application, as necessary.

Submission deadline

- September 1 for each year
- Certification will be open after July 1 each year.

For more information

- On mentoring and induction: [TeachPD](#)
- On the provisional teacher process (PTP): [Provisional Teacher Process](#)

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MISSION STATEMENT

The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities that inspire life-long learning, critical thinking and problem solving, creative exploration, and the democratic collaboration among students and staff.

STRATEGIC GOALS

The Parsippany-Troy Hills Township School District will serve all students by focusing on the following goals within a comprehensive and coherent PK-12 framework:

- Our district will create an innovative and rigorous educational experience in a borderless learning community that produces creative students who are problem solvers and self-directed individuals.

- All students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, capable of responsible decision-making and managing their emotions and behaviors.

- Our community of adult learners will be fully engaged in professional growth experiences which enable them to continuously hone their craft and maximize student achievement.

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SECTION 1: DISTRICT PROFILE

Name of District: Parsippany-Troy Hills Township Public School District

District Code: 3950

County Code: 027

District Address: 292 Parsippany Road; Parsippany, New Jersey 07054

Chief School Administrator: Dr. Barbara Sargent

Mentoring Program Contact: Dr. Robert S. Sutter

Mentoring Program Contact Phone Number: 973-263-7200 x7244

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

Other (specify) Special Education/Alternative Education District

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INTRODUCTION

(Provided by Dr. Robert Perlett)

Beginning in classical times when Odysseus entrusted the education of his son, Telemachus, to a learned teacher, Mentor, the concept of mentoring has enjoyed a long history of success. The relationship has been duplicated countless times throughout human history and folklore. From Socrates and Plato through the fostering of “ways to do and be” in *Charlotte’s Web*, the concepts of mutual respect, trust and caring has characterized mentoring. In recent times, perhaps the best-known kind of mentoring takes place in business and medicine. Traditionally the mentor has provided the pathway for the protégé to develop the skills necessary to meet the challenge of his/her chosen profession. Today, education has begun to employ mentoring as an important element in helping beginning teachers become more effective during the first year of their careers

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MENTORING COMMITTEE
(History, Overview, State Regulations)

In 1992 the New Jersey Department of Education implemented a statewide induction year mentoring requirement for all teachers entering the profession with a Certificate of Eligibility with Advanced Standing; the requirement is also in place for individuals entering the profession through the Alternate Route. In 1992, a group of teachers and administrators, under the direction of then Assistant Superintendent for Curriculum and Instruction, Dr. Robert Perlett, developed the **Mentoring Handbook**. That document has undergone several revisions since 1992; however, its main emphasis, that of providing a framework for an effective, mentor-protégé relationship has remained unchanged. The 2017 “Revision Committee” would like to acknowledge and thank all past and present committee members for their service.

Following a tradition of professionalism, the Teams of Mentor Trainers, have continued the district’s mission to provide an outstanding induction year experience for our new teachers. The following teachers have trained over 150 teachers as mentors and they are the founding teaching members of the **Mentoring Committee**. They are:

High School

Kate Zepka
Karen Massa
Cathy Jo Speidel

Middle School

Jamie Wall
Mary Jo Solomon
Lynn Burek

Elementary School

Terry Murphy
Marty Siegel
Gloria Balcom
Marie Smith
Carrie Sack

With that being said, we would like to acknowledge and thank the 2018 “Mentoring Committee Members for their hard work, dedication and vision. Those committee members include:

Educators

Katherine Johnson
Laura Long
Jamie Wall
Dan Olsen
Steve Bechtler
Joanne Barkauskas
Elizabeth Mejia
Alice Thomas
Melanie Jensen
Smita Shukla
Allison Mania
Michele Mizerek
Maria Nicolaro

Administrators

Michele Hoffman
Michael DiSanto
Bryan Hershkowitz
Robert S. Sutter
Jeanne Gladis

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In December of 2003, the State Board of Education adopted new licensing regulations which required the Local Professional Development Committee (LPDC) to develop and implement a one-year mentoring program for all novice teachers aligned to the New Jersey Professional Standards for Teachers. To support this, the Department of Education, the National Development Council, and the Department of Education Mentoring Task Force developed a mentoring tool kit that provided the LPDC with information on mentoring plan development, the research on mentoring and induction, and the resources and tools to enhance mentoring programs.

In April 2005, the PTHSD LPDC began to revise the 2002 Mentoring Plan to meet the revised New Jersey regulations governing mentoring (N.J.A.C. 6A:9-8). Districts were required at this point to develop an interim plan by August of 2005 that would be implemented during the 2005-2006 school year. The LPDC was required to submit a mentoring plan to its Board of Directors at the end of this one-year interim period. This plan included the elements of the 2002 plan, but in greater depth with the addition of an action plan and procedures for program evaluation.

With the use of the resource toolkit, *Mentoring for Quality Induction*, published in 2005, the PTHSD's LPDC revised and implemented the 2006 mentoring plan aligned with the new licensing regulations. This mentoring plan provided evidence of activities that enabled the novice teacher to develop and implement lessons, develop relevant classroom management strategies, understand, and utilize formative and summative assessments to guide student learning, and engage in opportunities to see effective classroom practices modeled by others. The updated PTHSD Mentoring Plan was finalized in June of 2006 and included the following statutory requirements:

- The definition of a “novice teacher” was changed to ensure that any full-time or part-time teacher who did not complete one year of full-time teaching under a valid state teaching certificate was mentored. (N.J.A.C.6A:9.2)
- The mentoring plan addendum submitted in November 2006 included a comprehensive plan for the 20-day clinical experience that ensured intensive mentoring and support for those in the alternate route to teacher certification. This addendum was reviewed and approved by the local board of education and forwarded to the county superintendent for approval (N.J.A.C.6A:9-8.3 and 8.4).
- Any language relative to the use of retired teachers and administrators for the mentoring of novice teachers was removed from the 2005 plan. (N.J.A.C.6A:9-8.4).

Effective January 7, 2008, amendments to the existing licensing code adopted by the State Board of Education required all districts to submit a revised three-year mentoring plan to the Office of the County Superintendent for final approval. The requirement provided the Department of Education with the assurances that participating public and nonpublic schools were effectively supporting novice teachers with a comprehensive induction and mentoring program based on the specific needs of the district.

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With the assistance of a guidance document published by the Department of Education, the PTHSD's LPDC reviewed its 2006 mentoring plan and developed a new three-year plan for the district. The 2008-2011 PTHSD Mentoring Plan included the following amendments to the code:

- A novice teacher must be assigned a mentor at the beginning of the contracted teaching assignment (N.J.A.C. 6A:8-4(b)2).
- The local mentor plan must include a structure for in-person contact between the mentor and novice teachers over a period of 30 weeks (N.J.A.C. 6A: 9-8.4(c)3).
- The mentor plan must first be approved by the local board of education, with final approval from the county superintendent (N.J.A.C. 6A: 9-8.4(c)4).

Effective May 5, 2014, the rules for new teacher mentoring were amended to better align with the TEACHNJ Act of 2012. The regulations expanded the scope of support which districts must provide to novice teachers and experienced teachers new to the district. The State Board of Education also adopted revised Professional Teaching Standards aligned to the 2011 InTASC Model Core Teaching Standards.

As such, the mentoring plan for the Parsippany- Troy Hills Township School District was to be revised to reflect the following regulations:

- A comprehensive orientation to the district is provided to new first-year teachers;
- The mentoring plan specifies the minimum mentoring requirements during the critical first weeks of employment;
- Specific mentor support activities for novice teachers are outlined in the plan;
- Training and experience requirements for teachers serving as 1-1 mentors is updated to reflect the requirements of the TEACHNJ Act of 2012;
- All contact time between the 1-1 mentor and the novice provisional teacher must be logged and submitted to the Office of Personnel;
- All mentor payments must be handled by the district's administrative office;
- The Superintendent has full responsibility for mentoring plan development;
- The Superintendent is required to share the mentoring plan with the PTHSD Board of Education for review of fiscal impacts;
- The Superintendent must submit a Statement of Assurance to the Department of Education that the district is meeting the requirements for the mentoring program; and
- The three required formative and summative evaluations of the novice teacher must be aligned with required observations through AchieveNJ.

On August 1, 2014, the New Jersey Department of Education released guidance documents to support the amended rules for new teacher mentoring. Additionally, on November 4, 2015, the New Jersey Department of Education adopted updates to a range of teacher preparation and certification requirements. To reflect these changes, PTHSD adopted the following on August 31, 2017:

- Changes to the pathway to standard certification for novice teachers holding a Certificate of Eligibility;

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- Changes to the pathway to standard certification for novice teachers holding a Certificate of Eligibility with Advanced Standing;
- The teaching period before novice teachers are eligible for applying for a standard certificate changed from one year to a minimum of two years;
- Candidates hired for the first time under provisional certificates in or after the 2015- 2016 school year must be evaluated only according to AchieveNJ requirements and should not receive any separate PTP evaluations;
- Provisional teachers must meet evaluation requirements pursuant to N.J.A.C. 6A:9A-8.6 of obtaining two effective or highly effective final ratings, one per year, within three consecutive years of teaching;
- The evaluation must adhere to the criteria of Achieve NJ, the statewide evaluation system that schools use to evaluate certificated staff;
- The School Improvement Panel (ScIP) is responsible for overseeing the mentoring of new teachers at the building level and supporting implementation of the district's mentoring plan; and,
- The New Jersey Department of Education released a Mentoring Transfer Template for provisional teachers who leave the district's employ during the initial provisional year and begin to work in another New Jersey district.

The Office of the Superintendent will continue to monitor any amendments to mentoring regulations and will revise the district mentoring plan to ensure ongoing compliance.

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SECTION II: OVERVIEW

Mentoring Program

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;
- Introduce, assist, and support new teachers to learn district assessment practices/policies;
- Introduce, assist, and support new teachers to learn district/state mandated curriculum(s);
- Introduce, assist, and support new teacher in learning the district's evaluation model(s);
- Reduce novice teacher attrition;
- Improve the effectiveness of new teachers; and
- Enhance teacher knowledge of, and strategies related to, the *NJ Core Curriculum Content Standards* (CCCS) to facilitate student achievement and growth.

Definition of Key Terms

- **Novice Teacher:** a teacher who has not taught before and does not have permanent certification in a particular area. A novice teacher is a provisional teacher holding a Certificate of Eligibility with Advanced Standing who has completed a state approved college teacher training program and has been hired to work within the classroom.

A novice teacher is also a provisional teacher holding a Certificate of Eligibility who has not completed a state approved college teacher training program and who must undergo formal instruction at a state approved regional training center or alternate route Master of Arts in Teaching Program. Once the Provisional Teacher Program has been successfully completed, a Standard teaching certificate can then be issued by the Office of Licensure and Academic Credentials.

- **Mentor Teacher:** a tenured veteran 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 students.
- **Peer Coach:** a tenured teacher who focuses on collaborative development, refinement, and sharing of craft knowledge.
- **Support Team:** a team of professionals that provides assistance to the beginning teacher. The team may include the building principal, the mentor, a program supervisor.
- **ScIP Committee:**
- **Induction Year:** the first year of teaching for a teacher with a provisional certificate. The mentoring relationship is established and a series of evaluations conducted.
- **Alternate Route:** a new teacher holding a Certificate of Eligibility

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Peer Coach Description

A Peer Coach will be assigned to an experienced teacher who is beginning a new position in a different grade level, or a different building. Additionally, a Peer Coach could be offered to a teacher who is placed on a Corrective Action Plan (CAP) and/or a Teacher Improvement Plan (TIP). The purpose of a Peer Coach is to assist in the collaborative development, refinement, and sharing of instruction, curriculum, and building practices. The Peer Coach will receive Professional Development hours.

Needs of the Beginning Teacher

Based on literature, research, and experience, the most common areas of need for a beginning teacher can be broken into five categories as shown below. Since a beginning teacher may not recognize when they need help or ask for help, a mentor should keep these areas in mind while working with a beginning teacher.

Classroom Management

- Creating a system for effective classroom management
- Developing classroom discipline
- Managing instructional time
- School procedures for discipline

Communication

- Conferencing skills
- Developing positive relationships with students, colleagues, and administrators
- Establishing positive relationships with parents
- Timely communication with parents
- Using support services (Child Study Team, Guidance)

Evaluating Students

- Creating a system for assessing and grading student work
- Dealing with individual differences
- Determining learning levels of students
- Grading procedures / setting up gradebook
- Using a variety of assessments

Planning and Instruction

- Motivating students
- Planning and implementing units and lessons
- Reading and understanding the curriculum
- Selecting appropriate materials and supplies
- Utilizing varied teaching methods

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Time Management (Inside and Outside Classroom)

Attending professional development workshops
Coping with workload – lesson planning, grading, extracurricular activities
Finding time for themselves / relaxing

Evaluation of the Beginning Teacher

The provisional teacher must be evaluated according to the forms provided by the New Jersey Department of Education (see appendix).

In-Service Aspects of the Mentoring Program

Although the interpersonal contacts between the mentor and the mentee/protégé are the heart of the program, there are professional development areas which should be addressed. Therefore, in-service courses will be developed to meet the needs of the participants in the program.

Mentor Training- Professional Development

Our program will train the mentors at each school via our ScIP Committee and through our “Resident Mentor Trainers.” Each of our district buildings has a “Resident Mentor Trainer” who is responsible for training mentors so they can appropriately address the needs of the “mentees” in our district. This process will deal specifically with the elements associated with performing the role of the person who is serving as a professional guide/mentor (see Resident Mentor Trainers “Training Materials.”

Professional Development; Beginning Teachers

In addition to a mentor, other possible opportunities for support could include PD Sessions focusing on the following topics (put in ABC order):

Stress Management
Time Management
Integration of Subject Matter
Classroom Procedures and Techniques
Questioning Techniques
Assessment Techniques
Higher Order Thinking Skills
Implementation of Curriculum
Homework
Uses of Technology
Dealing with Mainstream Students
Meeting the Needs of ESL students
Lesson Development and Pacing
Motivational Techniques

All teachers new to the district will be required to participate in the New Teacher Orientation (NTO).

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SECTION III; VISION, GOALS, DISTRICT RESPONSIBILITY

The Research Base for Mentoring:

The Parsippany-Troy Hills School District is committed to providing the support and training that our new colleagues deserve in the first year in their chosen profession. We believe that a structured mentoring program will facilitate the development of a collaborative and reflective relationship between the novice teacher and the veteran that will encourage content mastery and deepen the understanding of pedagogical skills.

For novice teachers today, those first exciting days in a new classroom can be a journey fraught with unknown roadblocks, detours, and stop signs. It also is a journey where wonderful rewards await the professional around the next curve. New teachers deserve a guide, and advisor, a friend to keep them moving in the right direction. In many ways, we all need mentors at various times in our careers. We need mentors who are prepared and trained. New Jersey has committed to that process and has recognized that a structured and formalized mentoring program invests heavily in the success and retention of our new teachers and the achievement of all of our students.

Rationale:

This District Mentoring for Quality Induction Program was developed in accordance with the mentoring program regulations and best-practices established for non-tenured teachers completing their first year of employment as specified in the following:

- New Jersey Administrative Code 6A:9-8.4
- The TEACHNJ Act of 2012
- New Jersey Professional Standards for Teachers

Vision:

The Parsippany-Troy Hills Township School District recognizes that teacher effectiveness has a profound impact on student achievement. It is our strong belief that lessons learned during the first years in the classroom shape the future performance of novice teachers. The PTHSD envisions a comprehensive mentoring program that provides the individualized support, collegial conversations, professional learning opportunities, supervision, evaluation, and feedback needed for novice teachers to meet success.

Goals:

A. Assist first year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment.

- Novice teachers will participate in a three-day New Teacher Orientation program. Novice teachers will attend trainings on AchieveNJ and the Marshall and or Danielson Model. Additionally, time will be available for collaboration with veteran teachers and with

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administrators throughout the evaluation process in order to incorporate the components of effective classroom instruction into daily practice. Once assigned a mentor, they will complete a Mentoring Needs Assessment designed to inform their work with their mentor. Novice teachers will attend meetings (i.e., weekly, bi-weekly, monthly), and in some instances, workshops sponsored by the district. Workshops should focus on the New Jersey Professional Standards for Teachers.

B. Reduce novice teacher attrition.

- All non-tenured first-year teachers will receive individualized support developed collaboratively with the principal/supervisor and aligned with state standards and school/district expectations for teacher effectiveness. School Improvement Panels (ScIP Committees) at the novice teacher's school will be charged with orienting the novice teacher to the culture of the school and providing guidance and assistance during the critical first weeks of the school year. "Each School is required to form a School Improvement Panel (ScIP) whose role is to ensure, oversee, and support the implementation of the district's evaluation, professional development (PD), and mentoring policies at the school level" (<http://www.state.nj.us/education/AchieveNJ/scip/>). District administration will constantly monitor the Program Evaluation Forms and teacher attrition rates in order to modify the program to meet the needs of novice teachers.

C. Improve the effectiveness of new teachers.

- Novice teachers will participate in Professional Development activities throughout the year; meet with assigned mentors on a consistent basis; engage in continuous self-reflection; and collaborate with administrators to ensure that lesson plans, instructional activities and assessment practices reflect the expectations of the NJSLs and the statutory requirements of the TEACHNJ Act of 2012.

D. Enhance teacher knowledge of, and strategies related to, the New Jersey Student Learning Standards to facilitate student achievement and growth.

- Novice teachers will meet regularly with department and/or grade level teams to review curricular materials and instructional strategies. Mentors and administrators will work with novice teachers to orient them to the NJSLs and instructional strategies.

District Responsibility:

The new rules impose four responsibilities on local districts. Those responsibilities are as follows:

1. Issuance of Provisional Certificates

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- When teacher education graduates apply for teaching positions they will hold “Certificates of Eligibility with Advanced Standing.” These certificates authorize the holders to seek and accept offers of employment and to enter into job contracts. Likewise, individuals who enter the profession through the Alternate Route and hold a Certificate of Eligibility are also authorized to seek and accept offers of employment and to enter into job contracts. However, the Certificate of Eligibility with Advanced Standing or Certificate of Eligibility does not authorize its holder to begin teaching without having a plan for interaction with a mentoring team.

2. Support

- School districts are required to provide the provisionally certificated teacher with special support during his/her first year of employment. This support must be provided by a support team, which must include the school principal and an experienced mentor teacher. The team should also include a curriculum supervisor.
- The required support must be provided in the form of at least ten interactions between the new teacher and members of the support team. The required interactions may be shared by the individual members of the support team. The required interactions are intended for mentoring the new teacher, not for formal classroom evaluation. Therefore, these interactions may take various forms. For example, visits by the new teacher to the classroom of a mentor or meetings between the new teacher and one or more support team members after school or during lunch or free periods, etc. may be considered an interaction.

3. Evaluation and Certification Recommendation

- The school principal and another certified supervisor must formally observe and evaluate the new teacher at least eight times (for Marshall Model), and four times during his/her initial year (for the Danielson Model). The principal might conduct two/four observations while the supervisor conducts the other two/four.
- These observations are the same four or eight annual evaluations that are conducted for all non-tenured teachers. No additional observations are required.

4. Observation and evaluation requirements

- The PTHSD use the Kim Marshall Model but has agreed to “pilot” the Danielson Model for its observation and evaluation instrument for teachers. Tenured teachers are required to received six (6) ten minutes “Marshall” observations or two (2) Danielson observations (along with an Annual Summative Review Evaluation) while non-tenured teachers are required to received eight (8) ten minutes Marshall observations or three (3) Danielson Observations- along with an Annual Summative Review Evaluation.

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The Marshall Model utilizes 6 domains covering all aspects of a teacher’s job performance:

- Planning and preparation for learning
- Classroom Management
- Delivery of Instruction
- Monitoring, Assessment, and Follow-Up
- Family and Community Outreach
- Professional Responsibilities

There are ten (10) subcomponents are provided for each domain

Scoring: Provides explanation of the levels—highly effective, effective, improvement necessary, does not meet standards.

For more information regarding the Marshall Model, please use the link below:

<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/MarshallTeacherEvalRubrics.pdf>

The Danielson Model utilizes 4 domains covering all aspects of a teacher’s job

performance:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

The Danielson Group developed the Framework for Teaching Clusters (FFT Clusters) to reorganize the 22 components of the FFT by drawing attention to the big ideas that support student learning. This tool anchors comprehensive approaches to teacher growth including coaching, professional learning communities, self-assessment and reflection, and other essential practices.

The components of the FFT can support teachers to develop practices and approaches that meet the needs of their context. Given the shared elements of our current context during the 2020-21 school year, we identified eight essential components from the FFT and a pathway that prioritizes student wellbeing, equity, and racial justice. Without a deep understanding of students' identities and lives in the midst of these crises, we have little chance of meeting their needs.

For more information regarding the Danielson Model, please use the link below:

<https://danielsongroup.org/framework>

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SECTION IV: MENTOR CHARACTERISTICS

Characteristics of a Successful Mentor

First year teaching is a difficult challenge for most young teachers. Equally challenging is determining how to assist beginning teachers as they enter the profession.

We, at the Parsippany-Troy Hills School District, recognize and understand the need for effective mentors who can offer the mentee professional competence and experience, character, communication skills, and interpersonal skills. Together, with a willingness to serve, and the recommendations of colleagues, these characteristics comprise an inventory of the qualities of effective mentors.

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

Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a novice's emotional and professional needs

Mentors should be easily accessible during the first day and week of school and remain accessible throughout the school year. Scheduled meetings should occur and be logged on a regular basis throughout the mentoring year. The meetings should focus on specific ideas and concerns. Informal meetings should be held when appropriate. The focus should be on developing a professional collegial relationship.

The Mentor Should

- Arrange for the protégé to observe other teachers.

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- Talk about membership in professional organizations.
- Build toward the protégé's autonomy, self-confidence, and self-direction.
- Celebrate successes/build professional rapport

SECTION V: MENTOR SELECTION

Criteria for Selection of Mentor Teachers

- The mentor teacher holds a teacher certification, 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 is experienced and certified in the subject area in which the novice teacher is employed, to the greatest extent possible.
- The mentor teacher does not serve as their novice teacher's direct supervisor nor conduct evaluations of teachers.
- The mentor teacher demonstrates a record of success in the classroom, according to stipulations in N.J.A.C.6A:9-8.4(e)4 regarding summary conference ratings.
- The mentor teacher completes the required application form and submits the recommendation form with three signatures from colleagues familiar with their performance to their ScIP who makes a recommendation to the Personnel Office.
- The mentor teacher is committed to the goals of the local mentoring plan and agrees to maintain the confidential nature of the mentor/novice teacher relationship.
- The mentor teacher is knowledgeable about the social and workplace norms of the district.
- The mentor teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
- The mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the district's teaching evaluation rubric, N.J. Professional Standards for Teachers, New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.

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SECTION VI: NO FAULT EXIT PROCESS

No Fault Exit Process

The ParsIPPany- Troy Hills Township School District recognizes the importance of the trusting and supportive relationships that develops between mentor and novice teachers. Administrators make every effort to assign mentors based upon perceived compatibility with novice teachers. However, it is readily acknowledged that a variety of circumstances and/or factors can impact negatively upon the productivity of the mentoring relationship.

In the event that the mentoring relationship does not provide a significant satisfaction to either the mentor or the novice teacher, the following procedures were developed to ensure an amicable dissolution of the relationship without implied fault or blame of either party:

1. The mentor teacher and novice teacher maintain equal rights and responsibilities regarding the continuation and/or dissolution of the mentoring relationship.
2. Either participant may choose to notify the other of their desire to discontinue the mentoring relationship or consult with the principal, director and/or a member of the school Improvement Panel to seek support in concluding the relationship.
3. If the mentor believes that the novice teacher is experiencing significant difficulty adjusting to the teaching assignment and requires assistance beyond that provided in the relationship, the mentor teacher is encouraged to provide this feedback to the novice teacher in consultation with the principal and/or director.
4. The principal/director will meet with the mentor and novice teacher to identify the factors contributing to the request and arrive at consensus regarding the most appropriate course of action regarding the mentoring relationship.
5. In the event of a recommended dissolution of the mentoring relationship, the principal/director is required to submit a “No Fault Exit Form” signed by both the mentor and novice teacher to the Assistant Superintendent.
6. The principal/director will advise the mentor and novice teacher that no implied blame or fault is attached to either party in the conclusion of the relationship. 7. A new mentor will be assigned to the novice teacher in an expedient manner according to the provisions set forth in the PTHSD mentoring plan.

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SECTION VII: WHO 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
- Chooses to remain in the teaching profession and retains initial enthusiasm

The Mentor Teacher

- Becomes a more reflective practitioner
- Is more open to the challenge of systemic change
- Is able to transfer the knowledge and skills in effective classroom practice
- Retains the enthusiasm and motivation for teaching
- Is the recipient of new ideas from a fresh perspective
- Becomes a teacher leader
- Is recognized for contributing to the professional growth of themselves and others

The Administrator

- Is supported in efforts to improve teacher quality and effectiveness
- Has developed a cadre of teacher leaders to support reform efforts
- Retains the “best and brightest” teachers for the school
- 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

The New Jersey Mentoring Program regulation places the planning of the program in the hands of the Chief School Administrator.

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SECTION VIII: CALENDAR OF ACTIVITIES

Putting it together- A Yearly Calendar of Interaction

An ongoing, meaningful contact between mentor and protégé fosters and reinforces professional skills as it builds trust. Mentors and protégés are encouraged to review the calendars together, modify them, and list other activities as appropriate.

Elementary School General Timeline

Beginning of the school year:

- Meet with mentee prior to the first day of school, if possible
- Review items covered with administrators (evaluations, curriculum, PD, assessments)
- Tour building including Media Center, Computer Lab, Nurse's Office, Guidance Office, and Child Study Team Office
- Provide "moving in" assistance or be available to answer questions
- Inventory materials in classroom
- Schedule details
- School hours and school calendar
- Duties
- Fire drills, building security drills
- Student attendance reporting
- AESOP/ Personal illness or personal emergency days
- Lunch time procedure and policy
- Required staff/faculty meeting
- Genesis: Lesson plans and gradebook
- Copy and fax machine

SEPTEMBER

- Introduce to staff, grade level colleagues
- Review items covered with administrators (evaluations, curriculum, PD, assessments)
- Unwritten rules and customs within the district
- Review IEP's and 504's
- Student Allergies/Custody Issues
- PDP/SGO/SGP
- Review of Assessments: F&P, Running Records, Math Benchmarks
- Extracurricular school activities/duties/responsibilities
- Homework policies
- Testing procedures
- Dress Code
- Chromebook sign out
- Parent communications, Back-To-School, and parent organizations (PTA)
- Classroom management plan, seating arrangements, and centers

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- Student support teams: guidance, resource room, ESL program, and Child Study
- TeamSafe Schools
- Field trips/bus requests, assemblies
- Bus dismissal and lunch room set up
- Grade level/Supervisor/PD/Faculty meetings
- Procedures for delayed openings/early dismissals
- District classroom party policies and review food guidelines
- Emergency Substitute plans
- Playground and/or indoor rules/procedures for inclement weather
- Classroom management and discipline
- Sunshine Club

OCTOBER - DECEMBER

- District policy for RTI
- Review items covered with administrators (evaluations, curriculum, PD, assessments)
- T-Eval
- Parent/teacher conferences and Report Cards
- Special Education referral procedures
- Intervention and Referral Services (I&RS)
- In-service days, professional development opportunities, and Teachers
- Convention, workshops
- One-session day and delayed opening procedures
- Field Trips
- End of trimester---progress reports, calculating grades, and scheduling/conferencing with parents

JANUARY - MARCH

- Conduct co-observations and feedback
- Review items covered with administrators (evaluations, curriculum, PD, assessments)
- Appraise instructional pacing
- Professional organizations
- Review and submit Professional Development Plan - explore new PDP
- Ordering supplies for the following year
- Attend PARCC training when offered

APRIL - JUNE

- Summer professional development opportunities - if available
- Parent/Teacher conferences
- Progress reports

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- Suggested placement for students
- Closing up the classroom for the summer
- End of the year procedures

Note: the topics and order listed are only suggestions, and flexibility is always recommended. As circumstances arise these topics may be rearranged and/or other topics may be included to respond to the needs of the mentee.

Middle School General Timeline

Prior to school / First week of School- Building / District Procedures:

- Assembly
- Beginning of year paperwork
- Building tour
- Copy machine
- Review procedures for fire drills, building security drills
- Meetings: Team, Department, Faculty
- Ordering supplies
- Reading Student Schedules
- Class Management:
- Bathroom policy
- Rules and expectations
- Seating charts
- Tips and suggestions
- Communication:
- Back-to-School night
- Early contact home
- Grade Policy
- Rules and expectations
- Instruction/Assessment:
- Curriculum
- First day activities
- Planning format
- Objectives/ Essential Questions
- Teacher:
- Goal-setting
- Obtaining resources
- Room:
- Decorating
- Set-up
- Sharing

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September – November

- Building / District Procedures
- Review items covered with administrators (evaluations, curriculum, PD, assessments)
- Attendance Policy
- Celebrations / Sunshine
- Chromebook Sign-out
- Conference forms / Guidance and I&RS
- Curriculum / PD days
- Media center
- Observations
- Paychecks
- PDPs / SGOs
- School and legal policies
- Spirit days / Pep Rally
- Student council, Peer leaders, etc.
- AESOP / acquiring a sub
- Class Management:
- Behavior and consequences
- Disciplinary forms / procedure
- School rules / handbook
- Taking attendance
- Textbook distribution
- Communication:
- Parent conferences
- Progress reports
- Student conferencing
- When to call parents
- Instruction/Assessment:
- Emergency sub-plans
- End of marking period / Quarterlies
- Grading and assessing
- Lessons or activities for subject area
- Setting up grade book on Genesis
- Student modifications: ELL, IEPs, 504's
- Student self-assessment
- Teaching / learning when schedule is disrupted
- Work folders
- Teacher:
- Getting to know secretaries, custodians, and nurses
- Time-management

December – March

- Building / District Procedures

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- Review items covered with administrators (evaluations, curriculum, PD, assessments)
- Recommendations
- Cheating / plagiarism
- Class Management:
- Behavior and consequences
- Disciplinary forms / procedure
- Communication:
- Follow-up with parents
- Progress reports
- Student conferencing
- Instruction / Assessment:
- Alternate methods of assessment
- Cooperative learning
- Differentiated instruction
- Rubrics
- Variety of instructional strategies
- Teacher:
- Building relationships
- Overcoming mid-year blues
- Self-reflection
- Stress management

April- June

- Building / District Procedures
- Book fines
- End of year evaluation
- End of year procedures and paperwork teacher sign-out
- Field trips
- Graduations
- PARCC
- Class Management:
- Collecting textbooks
- Overcoming spring fever
- Communication:
- Follow-up with parents
- Progress reports
- Instruction / Assessment
- End of year planning
- Final exams / assessments
- Grade verification
- Teacher:
- Building relationships
- Self-reflection
- Stress management

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High School General Timeline

August

- School/Department philosophy and procedures
- Review items covered with administrators (evaluations, curriculum, PD, assessments)
- Curriculum/Course of study/Resource materials
- Lesson Planning
- Tour of building, room assignment, book room, supplies, equipment
- Introductions to secretaries, custodians
- Keys, Copy Machine use
- Copy machine basic/etiquette

September- First week

- Opening Day Meetings and Procedures
- Introductions to Department members, Media Center staff, Nurse, SAC, SRO
- Guidance/Resource, Child Study Team, 9th grade Team
- Genesis
- Review IEP's and 504's
- Classroom management- Food, Technology, Dress code,
- Cheating/Plagiarism, Student Handbook
- How to handle multiple room assignments
- Sunshine Club membership
- Time management: lunch and P&C periods, after school extra help
- ISS/OSS/Bedside Procedures

September/October

- Grading Strategies
- Review items covered with administrators (evaluations, curriculum, PD, assessments)
- Managing Workload
- Lesson Planning
- Organizing Student Work/ Work folders/Classroom files
- Maintaining good health
- New Teacher Orientation Classes
- How to prepare for Back-to-School Night
- Dates for Observations
- Pre- and Post-observation procedures
- Fire Drill/Evacuations//Lockdowns
- Classified List, Web Tracker/504 Plans
- PDP
- SGO
- Keeping pace with same subject teachers
- Administrative Day to observe other teachers
- Midterm Preparation

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November/December

- Grades/End of marking period concerns
- Computer Use
- In-service Opportunities/Curriculum Day
- Support Systems:
- IR&S, PTHEA, DCP&P, BIC
- Teacher Convention
- Parent Phone Calls/emails/Case conferences
- Personal Day/Family Ill/Administrative Days
- Review items covered with administrators (evaluations, curriculum, PD, assessments)

January/February

- Midyear assessments
- Course selection recommendations
- Field Trip
- Creation/Review of the Final Exam
- Review items covered with administrators (evaluations, curriculum, PD, assessments)

March/April

- Senior possible failures
- Ordering of materials for next year
- Possible Underclassmen failures

May/June

- Underclassmen possible failures
- Final exams; District and Building portions
- Cleaning up room
- Summative Evaluation/PDP hours
- Sign Out procedures

Note: the topics and order listed are only suggestions, and flexibility is always recommended. As circumstances arise these topics may be rearranged and/or other topics may be included to respond to the needs of the mentee.

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SECTION IX: RESOURCE OPTIONS USED

The following serve as the primary resources to guide the mentoring of novice teachers:

Mentoring for Quality Induction Toolkit New Jersey Department of Education
<http://www.nj.gov/education/profdev/mentor/toolkit/>

New Jersey Student Learning Standards-New Jersey Department of Education:
<http://www.state.nj.us/education/cccs/>

New Jersey Professional Standards for Teachers (2014) New Jersey Department of Education:
<http://www.nj.gov/education/profdev/profstand/ProfStandardsforTeachersAlignmentwithInTASC.pdf>

'Mini-Observations' – Seven Decision Points for the Principal by Kim Marshall:

<https://www.marshallmemo.com/articles/Ed%20Week%20Mini.pdf>

Additional Resource Options

- New Staff Orientation
- Marshall Teacher Evaluation Training
- Professional Learning Communities
- Professional development workshops
- Informal Observations/Demonstration Lessons
- Observation and Post-Observation Conferences
- School Improvement Panels (ScIP)
- New Teacher Workshops

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SECTION X: CONCLUSION

CONCLUSION

This manual presents an overview of the components of the Mentoring Program. The development of a true internship for beginning teachers is a force which can revitalize the profession. Not only are there opportunities to employ mechanics to assist a new teacher to become assimilated into the profession, but there is a chance for experienced teachers and administrators to hone their professional skills. Experienced educators will work as a team to help a novice teacher achieve success.

For more information on Mentoring and Peer Coaching, check out the Google Classroom “PTHSD Mentor Training”. To join, you will need the code: 3hftc6g

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APPENDIX A: GUIDELINES FOR NOVICE TEACHERS

Provisional Teacher Process (PTP)

The Certificate of Eligibility with Advanced Standing (CEAS) and/or the Certificate of Eligibility (CE) allows a candidate to apply for a teaching position and be enrolled in the Provisional Teacher Process (PTP). New Jersey has a three-tiered system towards obtaining a standard license. CEAS/CE, Provisional and Standard. The Provisional Teacher Process requires all novice teachers to be mentored and evaluated by experienced professionals in their schools while under provisional certificates as they work toward obtaining their standard license.

Candidates must be registered into the PTP

All Certificate of Eligibility with Advanced Standing (CEAS) and/or Certificate of Eligibility (CE) teachers who are employed by a school must be registered in the PTP. The New Jersey Department of Education's (NJDOE's) Office of Certification and Induction has created an online application to expedite the provisional registration process for teachers. The application is called the Provisional Licensure Registration Management System (PLRMS) found on the NJDOE's Homeroom page. This system will be used for all provisional license registrations. The Department is no longer issuing paper certification documents and paper forms faxed to our office will be returned. All certificates held can be viewed online.

Candidates with a CE must be enrolled in a CE educator preparation program (CE EPP) and verify enrollment in a CE EPP to the hiring school. The hiring school must enter this information into PLRMS.

Effective for the academic year 2017-2018 CE candidates must complete a minimum amount of 50 hours of pre-professional experience at a CE EPP prior to employment. A verification of the completion of the 50 hours must be presented to the hiring school in order to obtain a provisional certificate.

This 50-hour pre-professional experience requirement shall not apply to candidates with a CE who also hold a Standard or CEAS instructional teaching certificate or are exempt under reciprocity rules at N.J.A.C. 6A:9B-8.8.

Teachers who hold a standard instructional certificate and a CE in Teacher of Students with Disabilities (TOSD), Bilingual, English as a Second Language (ESL) and Pre-school through Grade 3 (P-3) must be registered in the PTP and provide verification of enrollment into a CE EPP. These candidates work under a provisional certificate while completing the required

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pedagogy, since they hold a standard certificate, and have previously been mentored and evaluated, they do not need to be mentored or evaluated a second time.

Approved 45 Hour Programs for Holders of an CE Elementary K-6

In addition, candidates with elementary K-6 or N-8 certificates of eligibility who have completed or will complete the 200-hour CE EPP by 8/31/2017 must also complete the 45 hours of study in language arts/literacy at the K-6 level and 45 hours of study in mathematics at the K-6 level at a regional training center or DOE approved college program. This requirement may also be fulfilled by one full year of teaching math or language arts at the K-6 level prior to becoming a provisional teacher or may be fulfilled by an equivalent course. In order to have past teaching experience considered a letter signed by the principal/director of the school in which the experience took place must be submitted to the PTP. The letter must include dates of employment and specify the subject and grade level taught. The experience must have been completed prior to entrance into the PTP. For consideration of an equivalent course please complete and submit to the PTP the Verification of Completion of 45 Hours of Study form with official transcript and a course description.

Approved 45 Hour Programs for Holders of an Elementary CE – Regional Training Centers

| NAME | CONTACT PERSON | EMAIL | COST |
|--|------------------------------------|--|-------|
| Morris-Union Jointure Commission | Diane Viola Henriksen | dhenriksen@mujc.org | \$350 |
| Rutgers University Center for Effective School Practices | Mary Ellen Morris | Rutgersmathliteracy45@gmail.com | \$325 |
| Saint Peter's University | James Jacobson Michelle Cassaro | JJacobson@saintpeters.edu MCassaro@saintpeters.edu | \$325 |

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| | | | |
|---------------------|----------------|-----------------------|-------|
| Stockton University | Michael Hinman | altroute@stockton.edu | \$450 |
|---------------------|----------------|-----------------------|-------|

Approved 45 Hour Programs for Holders of an Elementary K-5/6 CE – For-Credit Programs

| NAME | CONTACT PERSON | EMAIL | NUMBER |
|--|-----------------|--|------------------------|
| Kean University | Melissa Tomich | tomich@kean.edu | 908-737-3757 |
| New Pathways to Teaching in New Jersey | Mercedes Vargas | newpathways@njcu.edu | 201-200-2128 |
| Relay Graduate School of Education | Evan Hendon | Newark@relay.edu | 973-642-0101 ext. 1808 |

Renewal of Provisional Certificate

County office staff query the Teacher Certification Information System (TCIS) for a summary of the names and tracking numbers for those whose two-year provisional certificate will expire on July 31st and who will need a renewal. The county office will send a renewal form to the district for teachers who need a renewal and require a \$70 fee when the completed application is returned to them. There is a slight addition to these renewal forms that includes a reference to Student Growth Percentile (SGP) teachers. These are 4th-8th grade Language Arts and 4th-7th grade Math teachers for who, as a part of their summative evaluation, have a measure of how much a student improves his or her NJ ASK score from the previous year as compared to academic peers across the State. Provisional teachers who are eligible to receive a student growth percentile score pursuant to N.J.A.C. 6A:10-4.2(b), may extend beyond the two-year provisional period if they are awaiting an annual summative rating that may fulfill the criteria established in N.J.A.C. 6A:9B-8.6. These teachers will not be required to pay a fee for the renewal. The Provisional Renewal Form for these teachers requires the districts to check the box stating this is a SGP teacher and thus not include the otherwise required \$70.00 renewal fee.

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Verification of Completion of Formal Instruction for CE Teachers

- Regional training centers provide Phase Reports for each phase of instruction to candidates, principals and directly to the PTP.
- New Pathways to Teaching in New Jersey provides NPTJN completion forms to candidates, principals, and directly to the PTP.
- Providers of the 45-hour mathematics and language arts/literacy classes for elementary K-6 teachers send reports to candidates and principals, and to the PTP Office.
- Candidates for the elementary K-6 certificate who are using an equivalent college/university course to satisfy the math and language arts requirements must submit a transcript showing completion of the course and a course description to the PTP office.
- Candidates for the elementary K-6 certificate who are using a year of teaching experience to satisfy the math and language arts requirement must submit a letter signed by the principal/director of the school in which the experience took place. The letter must include dates of employment and specify the subject and grade level taught must be submitted to the PTP. The experience must have been completed prior to entrance into the PTP.
- College or university approved programs for P-3, ESL, Bilingual and TOSD provide candidates official transcripts and either an original certificate of program completion or the Verification of Program Completion Form.
- Candidates who hold a standard license and a CE in P-3, ESL, Bilingual, and TOSD must submit to the Office of Certification and Induction official transcripts and either an original certificate of program completion or the Verification of Program Completion Form.

Completion of the Provisional Teacher Process and Applying for the Standard License

Provisional teachers can apply online for their standard certificates if they have met all requirements of mentoring, completed formal instruction (for CE candidates), and have received two effective or highly effective final summative ratings that have been entered into PLRMS by their school. The online application including any payment requirement is **only valid for a six-month period**. If all requirements have not been met the provisional teacher should not apply until they have all been completed. To apply online, the provisional teacher must go to the Teacher Certification Information System. Provisional teachers who have not previously applied online will have to register in the TCIS system.

The provisional teacher must follow all instructions on the online TCIS page and select the standard certificate area for which they are applying. The provisional teacher will be directed to complete the online oath and prompted to pay the appropriate fee, if required.

(CE) provisional teachers who complete programs for P-3, ESL, Bilingual, and TOSD must submit to the Office of Certification and Induction official transcripts and either an original certificate of program completion or the Verification of Program Completion Form. Those who complete the online application will receive a confirmation email containing a link to an online survey that they must complete.

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APPENDIX B: GUIDELINES FOR NOVICE TEACHERS

The Four-Week Intensive Mentoring for Alternate Route Teachers

The intent of the four-week requirement is to prepare novice alternate route teachers with the skills and knowledge to succeed in during their first year in the classroom by providing the immediate and intensive assistance of a veteran teacher. Many alternate route teachers are attracted to the professional from varied disciplines such as the sciences, mathematics, journalism, law, medicine, and skilled trades. While they come to their new positions full of enthusiasm and content knowledge, this initial period may be the first experience teaching in a classroom. PTHSD recognizes that certain topics should be addressed during this initial four-week phase. This addendum fulfills that purpose.

It is essential in keeping with the intent of the requirement that newly hired alternate route teachers receive orientation and guided experiences in the following areas:

- New Jersey Student Learning Standards
- New Jersey Professional Standards for Teachers
- Marshall Model for Teaching
- AchieveNJ Regulations and Teacher Evaluation System
- Statewide and District Assessment of student achievement
- Lesson planning, including setting goals, meeting objectives, and developing assessment tools
- Classroom Management
- District policies and procedures
- School culture and collegiality

The Parsippany-Troy Hills School District will, as appropriate, incorporate summer orientation, induction, clinical and professional development experiences with classroom-based support to assist the novice teacher in the attainment of the requirements of the four-week intensive phase of the mentoring program.

One method of approaching the design of the four-week requirement is to address the pre-service experience by hours instead of days. For novice teachers with no teaching experience, the contact time between novice and mentor should total at least 90 hours.

Sample Strategies:

- Provide experiences prior to the start of employment through summer school observations/sample teaching.
- Provide the opportunity for new teachers hired mid-year to observe the teacher he or she is replacing (whenever possible) as well as other highly effective veteran teachers prior to the start of employment.
- Provide the support of multiple mentors throughout the day.
- Use substitute teachers to relieve veteran teachers while the veteran teacher supports the novice teacher in his or her classroom.

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- Extend the four-week intensive mentoring over a longer period to meet the expectations outlined within the district mentoring plan.

Sample Schedule:

| | |
|--|----------|
| • District Orientation | 10 hours |
| • Staff Development | 15 hours |
| • Instructional Faculty Meetings | 9 hours |
| • PLC Meetings | 30 hours |
| • Classroom Visitations | 17 hours |
| • Administrator/Novice Monthly Meetings (9 months) | 9 hours |
| | 90 hours |

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APPENDIX C: NJDOE DEVELOPED MENTOR TRAINING VIDEOS

The Mentor Training Videos found below are optional and intended to be foundational training for new mentors or those in need of a refresher. The videos address required topics for mentors, help districts begin the process of training mentors, and supplement the training the district provides.

<https://www.youtube.com/watch?v=t52fWea7toM&feature=youtu.be>

<https://www.youtube.com/watch?v=iQDQnpviF64&feature=youtu.be>

<https://www.youtube.com/watch?v=9VuNIYnSd7U&feature=youtu.be>

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APPENDIX D: NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

New Jersey Professional Standards for Teachers Alignment with (Interstate New Teacher Assessment and Support Consortium (INTASC) NJAC 6A:9-3.3 (effective May 5, 2014)

Background

On April 1, 2014, the State Board of Education adopted updated Professional Standards for Teachers and School Leaders. The standards are listed below and the Department has also provided this Overview of the Professional Teaching Standards. Text in bold red type indicates additions and changes to the *2011 Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards* to adapt them to our state context. Annotations about the changes are in blue type.

Professional Standards for Teachers

6A:9-3.1

Purpose

- (a) The Professional Standards for Teachers identify the knowledge, skills, and dispositions that teachers need to practice responsibly.
- (b) The Professional Standards for School Leaders identify the knowledge, skills, and dispositions that school leaders need to practice responsibly.
- (c) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the accreditation of preparation programs, recommendation of candidates for certification, induction, educator evaluation, and the approval of professional development.
- (d) The level of mastery of the professional standards for teachers and school leaders shall be on a continuum from pre-service and novice through veteran educator.

6A:9-3.3 Professional standards for teachers

- (a) Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the [following] standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are

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divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

The Learner and Learning (Standards 1-3)

1. Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns 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.

i. Performances:

(1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

(1) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

(2) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(3) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.

(4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii. Critical Dispositions

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- (1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- (2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- (3) The teacher takes responsibility for promoting learners' growth and development.
- (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. Standard Two: Learning Differences

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

i. Performances

- (1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- (2) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- (3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- (4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- (5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- (6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications, adaptations and specialized strategies and techniques, including the use of assistive technology. (From 2004 NJ Standard 7.6 and 7.8)

ii. Essential Knowledge

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- (1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities. (2004 NJ Std 7.2)
- (2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- (3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- (4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- (5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- (6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii Critical Dispositions

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- (3) The teacher makes learners feel valued and helps them learn to value each other.
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

3. Standard Three: Learning Environments

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

i. Performances

- (1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- (2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

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- (3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- (4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- (7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- (8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge

- (1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- (2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- (3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- (4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- (5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- (6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene. (Addition based on NJ legislation)

iii Critical Dispositions

- (1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

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(2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

(3) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(4) The teacher seeks to foster respectful communication among all members of the learning community.

Content Knowledge (Standards 4-5)

4. Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(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.

i. Performances

(1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

(2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

(3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

(4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

(5) The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.

(6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

(7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

(8) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

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(9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge

(1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

(2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

(4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

(5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

(6) The teacher understands that literacy skills and processes are applicable in all content areas and helps students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing. (2004 NJ Std 1.3)

(7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems. (2004 NJ Std 1.4)

iii Critical Dispositions

(1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

(2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

(3) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

(4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

(5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life. (From 2004 NJ Std 1.6)

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5. 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.

i. Performances

- (1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- (2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- (3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- (4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- (5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- (6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- (8) The teacher develops and implements supports for learner literacy development across content areas.

ii. Essential Knowledge

- (1) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

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- (3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- (4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- (5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- (6) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- (7) The teacher understands creative thinking processes and how to engage learners in producing original work.
- (8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii Critical Dispositions

- (1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- (2) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- (3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice (Standards 6-8)

6. Standard Six: Assessment

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

i. Performances

- (1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- (2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- (3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

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- (4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- (5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- (6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- (7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- (8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- (9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- (2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- (3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- (4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (6) The teacher knows when and how to evaluate and report learner progress against standards.
- (7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii Critical Dispositions

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- (1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. Standard Seven: Planning for 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.

i. Performances

- (1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
- (2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- (3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- (4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- (5) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- (6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

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ii. Essential Knowledge

- (1) The teacher understands content and content standards and how these are organized in the curriculum.
- (2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- (3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- (5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs. (To align with NJ special education priorities)
- (6) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

iii Critical Dispositions

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- (3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. 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.

i. Performances

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- (1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- (2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- (3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- (4) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- (5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- (6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- (7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- (8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- (9) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge

- (1) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical, and creative thinking, problem framing and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- (4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- (5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

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(6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii Critical Dispositions

(1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

(3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility (Standards 9-11)

9. Standard Nine: Professional Learning

[Note: InTASC Standard Nine is titled Professional Learning and Ethical Practice. The Ethical Practice component of this standard was moved to create a separate NJ Standard 11: Ethical Practice and all the InTASC Std 9 items addressing ethical practice were moved to NJ Std 11.]

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.

i. Performances

(1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

(2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

(3) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

[Note: InTASC 9 Performances (e-f) moved to NJ Standard 11 Performances (1) and (2)]

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ii. Essential Knowledge

- (1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- (2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- (3) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

[Note: InTASC 9 Essential Knowledge (i-j) moved to NJ Standard 11 Essential Knowledge (3) and (4)]

iii Critical Dispositions

- (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- (2) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- (3) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- (4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

10. Standard Ten: Leadership and Collaboration

The teacher seeks 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.

i. Performances

- (1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- (2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

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- (3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- (4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- (5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- (6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- (7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- (8) The teacher uses and generates meaningful research on education issues and policies.
- (9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- (10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- (11) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ii. Essential Knowledge

- (1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- (2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- (3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- (4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii Critical Dispositions

- (1) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

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- (2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- (3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- (4) The teacher takes responsibility for contributing to and advancing the profession.
- (5) The teacher embraces the challenge of continuous improvement and change.

11. Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (2004 NJ Std 11: Professional Responsibility stem text)

[Note: InTASC has no eleventh standard. This one is derived from the 2004 NJ Std. 11 on Professional Responsibility]

i. Performances

- (1) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (Moved from 2011 InTASC 9(e))
- (2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. (Moved from 2011 InTASC 9(f))
- (3) The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment; (2004 NJ Std. 11iii(1))
- (4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice. (2004NJ Std 11iii(2))
- (5) The teacher maintains professional relationships with students and colleagues. (2004 NJ Std 11iii(3))
- (6) The teacher provides access to various points of view without deliberate distortion of subject matter. (2004 NJ Std 11iii(4))
- (7) The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding,

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and conducting themselves in a sound and professionally responsible manner. (2004 NJ Std 11iii(5))

ii. Essential Knowledge

(1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. (Moved from 2011InTASC 9(i))

(2) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, responding to harassment, intimidation, bullying and suicide.) (Moved from 2011InTASC 9(j); language added to align with HIB statute)

(3) The teacher understands his/her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements. (2004 NJ Std 11i(1))

(4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues. (2004 NJ Std 11i(2))

iii Critical Dispositions

(1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession. (2004 NJ Std 11ii(1))

(2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom as well as an employee vested with the public trust. (2004 NJ Std 11ii(2))

(3) The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately. (2004 NJ Std 11ii(3))

(4) The teacher recognizes their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy. (2004 NJ Std 11ii(4))

For More Information

- Visit www.nj.gov/education/profdev/.
- To share questions or comments, please email TeachPD@doe.state.nj.us.

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