



# Franklin Lakes Public Schools District Mentoring Plan

2019-20

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## I. District Profile

### A. District Profile Sheet

The district profile sheet reflects the mentoring data from the 2019-2020 school year.

**Name of District:** Franklin Lakes Public Schools

**District Code:** 1580

**County Code:** 03

**District Address:** 490 Pulis Avenue, Franklin Lakes, NJ 07417

**Chief School Administrator:** Dr. Gayle Strauss

**Mentoring Program Contact:** Mrs. Liesel Steines

**Mentoring Program Contact Phone:** (201) 891-1856

**Mentoring Program Contact Email:** lsteines@franklinlakes.k12.nj.us

**Type of District:** K-8

**Please provide the following information (as of 8/19/19):**

**Number of novice teachers with a Certificate of Eligibility: 0**

**Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 13**

**Number of novice special education teachers with a standard license: 0**

**Number of Mentors: 5**

**Identify the number of provisional novice teachers in the following areas** (includes provisional licenses in years 1 & 2):

**K- 5: 5      6-8: 5      9-12: 0      Special education (all grades): 3**

*Source:* New Jersey Department of Education, Mentoring Task Force, 2005.

**B. New Jersey Department of Education District Mentoring Plan Statement of Assurance**

*Submitted via NJ Homeroom portal by September 1, 2019 for school year 2019-20*

This mentoring plan will be in effect during the school year beginning \_\_\_\_\_.

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9-8.4, including, but not limited to, the following:

- All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.
- All non-tenured teachers in their first year of employment receive individualized supports and activities.
- All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-one mentor upon beginning their contracted teaching assignment.
- All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.
- Each mentor teacher holds 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 does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e)4 regarding summative evaluation ratings.\*
- Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument,\* the N.J. Professional Standards for Teachers, the Common Core State Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
- The district mentoring plan has been shared with each school improvement panel.
- Mentoring time is logged and mentor payments are handled through the district office.

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

\_\_\_\_\_  
*Signature, Chief School Administrator*

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*District Name*

\_\_\_\_\_  
*Date*

\*Charter schools may use their own system of teacher evaluation.

## II. Needs Assessment

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

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

##### Background

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

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

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

##### Updates in Regulations

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

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



## B. Comparison Table Between Amended Mentoring Regulations and Previous Requirements

The following tables provide detailed comparisons between the amended mentoring regulations and the previous requirements.

Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
<b>District Implementation &amp; Accountability</b>	Mentoring plan development	Created by Local Professional Development Committee	CSA is responsible for creating the plan and determining implementation logistics
	Mentoring plan approval	<ul style="list-style-type: none"> <li>• Initially approved by district board</li> <li>• Submitted to executive county superintendent for final approval</li> <li>• NJDOE notified of plan approval</li> </ul>	<ul style="list-style-type: none"> <li>• Must be submitted to district board for review of fiscal impacts</li> <li>• CSA must submit Statement of Assurance to County Office</li> <li>• Plan kept in district</li> </ul>
	Review of plan effectiveness	Plan revised every 3 years	<ul style="list-style-type: none"> <li>• Plan must be reviewed annually</li> <li>• Statement of Assurance must be submitted annually</li> </ul>
	School level implementation	Not addressed	<ul style="list-style-type: none"> <li>• Plan must be shared with each School Improvement Panel (SciP)</li> <li>• SciP oversees implementation at school level</li> </ul>
<b>Mentoring Supports for Non-tenured, First-Year Teachers</b>	Experienced teacher new to district	Not addressed	<ul style="list-style-type: none"> <li>• Comprehensive orientation to district policies and procedures</li> <li>• Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience</li> <li>• New PDP created within 30 days of new assignment</li> </ul>
	Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing )	30 weeks of 1-1 mentoring	<ul style="list-style-type: none"> <li>• Comprehensive orientation to district policies and procedures</li> <li>• One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers</li> <li>• Mentor/mentee meet at least once/week for first 4 weeks of assignment</li> <li>• Mentor leads mentee in guided self-assessment on district's teacher practice instrument</li> </ul>
	Novice teacher, alternate route (holding Certificate of Eligibility)	34 weeks of 1-1 mentoring with additional supports in first 4 weeks	<ul style="list-style-type: none"> <li>• Comprehensive orientation to district policies and procedures</li> <li>• One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers</li> <li>• Mentor/mentee meet at least once per week for the first 8 weeks of assignment</li> <li>• Mentor leads mentee in guided self-assessment on district's teachers evaluation instrument</li> <li>• Mentor aligns support to mentee's preparation curriculum</li> </ul>

### Comparison Table Between Amended Mentoring Regulations and Previous Requirements

Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
<b>Mentor Selection, Training, &amp; Payment</b>	Letters of recommendation	Required	Optional
	Certification	Required; whenever possible in same subject area as novice teacher	Same as before
	Effectiveness	Demonstrated command of content and pedagogy	<ul style="list-style-type: none"> <li>Mentor demonstrates a record of success in the classroom</li> <li>Beginning in 2014-15, mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation</li> <li>In cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument<sup>3</sup></li> </ul>
	Teaching experience	<ul style="list-style-type: none"> <li>At least 3 years</li> <li>Currently active</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 years, with at least 2 completed within previous 5</li> <li>Currently active</li> </ul>
	Knowledge of district	<ul style="list-style-type: none"> <li>Understands resources and opportunities available and is able to act as referral source</li> <li>Understands social and workplace norms of district and community</li> </ul>	Same as before
	Confidentiality	Mentor agrees to maintain	Defined in regulations
	Professional relationship	Not addressed	Mentor may not serve as mentee's direct supervisor or conduct evaluations
	Training	<ul style="list-style-type: none"> <li>District makes provision for training</li> <li>Mentor agrees to complete comprehensive training program</li> <li>Training program curriculum unspecified</li> </ul>	<ul style="list-style-type: none"> <li>Training of mentors required</li> <li>District makes provision for training</li> <li>Training program curriculum must include, at minimum, training on the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Core Content Curriculum Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice</li> </ul>
	Payment Procedures	Not addressed	<ul style="list-style-type: none"> <li>Mentors must keep logs of contact time with mentees</li> <li>Mentors submit logs to district office</li> <li>Payment of mentors overseen by the district administrative office</li> <li>Mentees may not pay mentors directly</li> </ul>

Reference: [NJ Professional Standards for Teachers](#)

### III. FLPS Mentoring Program Vision and Goals

#### A. Vision

The Franklin Lakes School District is committed to educational excellence. In an effort to support new teachers and as a result of the new teacher mentoring regulations, we have developed a comprehensive district mentoring program that:

- Assists first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment;
- Reduces novice teacher attrition;
- Improves the effectiveness of new teachers; and
- Supports attainment of the [New Jersey Professional Standards for Teachers](#)
- Enhances teacher knowledge of, and strategies related to, the New Jersey Student Learning Standards to facilitate student achievement and growth.

#### B. Goals

In accordance with the revised New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9-3.3), the Franklin Lakes Public Schools District Mentoring Plan aims to:

- Enhance teacher knowledge of New Jersey Student Learning Standards in order to increase student achievement;
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching;
- Assist novice teachers in the performance of their duties, adjustment to the challenges of teaching, and transition into the classroom;
- Promote teacher proficiency in the district identified instructional competencies;
- Emphasize the importance of professional collaboration through peer modeling and collegial articulation;
- Recognize, validate, and draw upon the expertise and contributions of experienced teachers;
- Revitalize the skills of mentor teachers;
- Provide an on-site support system for novice teachers;
- Assist teachers in participating in the New Jersey Provisional Teacher Program; and
- Provide ongoing professional development that supports district and school goals



## **IV. Mentor Selection**

### **A. Guidelines for Selection of Mentors**

The Franklin Lakes Public Schools District Mentoring Plan establishes the following guidelines for the selection of mentor teachers:

- Certified teacher with at least three years of experience;
- Commitment to goals of the Franklin Lakes School District and the Franklin Lakes Public Schools District Mentoring Plan;
- Agreement to maintain the confidential nature of the mentor teacher/novice teacher relationship;
- Demonstration of exemplary command of content area knowledge and of pedagogy;
- Experience and certification in the subject area in which the novice teacher is teaching, where possible;
- Knowledgeable about the social and workplace norms of the Franklin Lakes Board of Education and the community the Franklin Lakes Board of Education serves;
- Knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher;
- Agrees to complete a comprehensive mentor training program; and
- Is able to fully commit to the time required to effectively mentor the novice teacher

### **B. Criteria for Selection of Mentors**

The Franklin Lakes Public Schools District Mentoring Plan establishes the following criteria for the selection of mentor teachers:

- Submit Mentor Teacher Application and Assignment Form or agree to supervisor request to serve as mentor
- Complete a comprehensive mentor training program
- Demonstrate commitment to the goals of the Franklin Lakes School District and the Franklin Lakes Public Schools District Mentoring Plan

## **V. Roles and Responsibilities for Mentors**

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

- Orient novice teachers to school, district, and community;
- Meet with novice teacher on the final afternoon of New Teacher Orientation to discuss culture, policies, procedures, resources, and personnel that pertain to the novice teacher's home school;
- Link novice teachers to resources;
- Provide systematic support to novice teachers;
- Meet with the novice teacher on a regular basis (at least once per week for the first four weeks of novice teacher's assignment for teachers with Certificate of Eligibility with Advanced Standing and at least once per week for the first eight weeks of novice teacher's assignment for teachers with Certificate of Eligibility);
- Complete and submit Novice Provisional Teacher Mentoring Log to the Central Office on the last day of each month;
- Help novice teachers to analyze teaching practice;
- Leads mentee in guided self-assessment on district's teacher practice instrument;
- Observes the novice teacher three times during the school year to provide feedback, guidance on curricular issues, and suggestions for successful classroom management through post-observation conferences;
- Provide opportunities for the novice teacher to observe the mentor teacher and suggest observations of other colleagues;
- Assist in professional development of novice teachers;
- Attend all mentor training programs;
- Model continuing professional development and assist novice teachers in designing their own professional development plan;
- Help evaluate mentoring program; and
- Assist in the development of program revisions for next year

## **VI. Professional Learning Components for Mentors**

### **A. Professional Learning Opportunities**

The following activities are required for each mentor in order to ensure a successful experience for both the mentor teacher and the novice teacher:

- Fall meeting with Mentoring Program Coordinator to review Franklin Lakes District Mentoring Plan and complete training program
- Winter meeting with Mentoring Program Coordinator and School Improvement Panel (SciP) who will oversee implementation of Franklin Lakes District Mentoring Plan at the school level
- Spring meeting with Mentoring Program Coordinator to evaluate the effectiveness of Franklin Lakes District Mentoring Plan

## **B. Explanation of How Plan Aligns with NJ Professional Standards for Teachers**

In accordance with the revised New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9-3.3), the Franklin Lakes Public Schools District Mentoring Plan supports the following fundamental understandings, which anchor the content of the standards:

- *Expertise in teaching develops over time.* While the previous standards were geared more to beginning teachers, these standards are rooted in professional practice across the continuum of teacher development.
- *A collaborative professional culture improves teaching effectiveness.* We can no longer treat teaching as an isolated activity. When teachers collectively engage in participatory decision-making, designing lessons, using data, and examining student work, they are able to deliver more rigorous and relevant instruction.
- *Teachers should embrace leadership roles.* Teachers should advocate for their own and their students' needs, actively investigate new ideas to improve teaching and learning, participate in the collaborative culture, and advance the profession.

## VII. Professional Learning Components for Novice Teachers

### A. Professional Learning Opportunities

The following professional learning components will provide novice teachers with rigorous mentoring to increase teacher effectiveness and student achievement:

- Comprehensive orientation to district policies and procedures
- One full year of 1:1 mentoring from beginning of assignment
- (5) 1-hour after school professional learning sessions (September - April)
- District provided professional development and coaching
- Development of individualized Professional Development Plan

### B. Explanation of How Plan Aligns with NJ Professional Standards for Teachers

In accordance with the revised New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9-3.3), the Franklin Lakes Public Schools District Mentoring Plan supports the following fundamental understandings, which anchor the content of the standards:

- *Teaching and learning are dynamic processes.* Instruction is rooted in integrated and reciprocal classroom practice, and educator effectiveness is closely tied to student learning.
- *21st century skills are fundamental.* Teachers need to foster students' curiosity, creativity, innovation, problem solving, global literacy, communication, and interpersonal skills. Students need to understand technology and ethics and be able to synthesize information across disciplines.
- *The focus must move from teachers' teaching to learners' learning.* Teachers must acquire and apply the knowledge and skills to customize and personalize learning for learners with a range of individual differences.
- *Assessment literacy is an essential skill.* Teachers need to have greater knowledge and skill around how to develop a range of assessments and how to use assessment data to improve instruction and support learner success.

**VIII. Action Plan for Implementation**

<b>Professional Learning</b>	<b>Timeframe</b>	<b>Coordinator</b>	<b>Participants</b>
Fall Mentor Training Meeting	September 2019	Kate DeRosa & Liesel Steines	Mentors
Winter Mentoring Training Meeting	December 2019	Kate DeRosas, School Improvement Panel Members	Mentors, School Improvement Panel Members
Spring Mentor Training Meeting	April 2020	Kate DeRosa, School Improvement Panel Members	Mentors
New Teacher Orientation	August 27-28 2019 & October 4, 2019 (3 days)	Liesel Steines, Kate DeRosa	Novice Teachers, Mentors
1:1 Mentoring in Accordance with all Activities Outlined in District Mentoring Plan	School Year 2019-2020	Kate DeRosa, Liesel Steines, and Principals/Supervisors	Novice Teachers, Mentors
(5) 1-hour After School Meetings	October 2019 - April 2020 tentative: 10/28/19 12/9/19 1/13/20 2/24/20 4/13/20	Kate DeRosa	Novice Teachers
District Provided Professional Development	School Year 2019-20	Liesel Steines, School Improvement Panel Members	Novice Teachers
Development of Individualized Professional Development Plan	Within 30 Days of Assignment	Mentor, Principal/Supervisor	Novice Teachers, Mentors

## IX. NJ DOE Resource Options Used

### Appendix of Resources

The appendix includes all templates and resources necessary to implement the Franklin Lakes Public Schools District Mentoring Plan.

### Mentoring Resource Toolkit

The Mentoring Resource Toolkit is a guide created to support each school district's local professional development committee in formulating, implementing, and assessing the local mentoring plan. It has been organized as a series of folders. Each folder has an introductory page identifying the primary users, a list of guiding questions, a glossary, and resources to facilitate the use of the folder contents.

**Folder One** *Understanding Mentoring for Quality Induction*, provides the rationale and research base that undergirds the initiative, places mentoring within the context of a comprehensive program of induction, and offers program guidelines.

**Folder Two** *District Mentoring Plan: Development and Approval Processes*, provides detailed information on the required components of a local mentoring plan and numerous resources to support LPDCs in designing an effective standards-based mentoring program. This folder also provides the criteria boards of education will use to approve local mentoring plans.

**Folder Three** *District Mentoring Plan: Program Evaluation Process*, provides a detailed outline of the program evaluation process and information LPDCs need to design an evaluation that assesses both the implementation and impact of the local mentoring program. This folder provides resources at several levels to assist LPDCs, school leaders, and boards of education in planning, conducting, and reporting an evaluation of the local mentoring program.

**Folder Four** *District Mentoring Plan: Components of Mentor Training*, focuses on the portion of the local mentoring plan that addresses mentors, including: qualities of effective mentors; criteria for mentor selection; mentor roles and responsibilities; and components of comprehensive mentor training. This folder provides numerous resources to guide the selection, training, and ongoing support of mentors.

**Folder Five** *District Mentoring Plan: Components of Novice Teacher Training*, focuses on the portion of the local mentoring plan that addresses novice teachers, including: role and responsibilities of the novice teacher; stages of teacher development; training components; and mentor-novice teacher interactions. This folder provides numerous resources for teacher development, professional learning activities, and ongoing support for novice teachers.

**Folder Six** *The School Leader's Role in Mentoring for Quality Induction*, focuses on assisting school leaders in: selecting qualified mentors; supporting the mentor-novice teacher relationships; and supervising novice teachers during their provisional year of teaching. Investing carefully in this work will result in greater success for teachers, quality programs, and increased student learning.

**Folder Seven** *Plan Approval and the Local Board of Education*, focuses on assisting boards of education in understanding the components of the mentoring plan and the approval process. Once approved, the local mentoring plan is sent through the county superintendent to the Department of Education. This folder provides numerous resources to assist local boards of education in fulfilling their responsibilities.

## **X. Funding Resources**

### **Fiscal Impact**

The successful implementation of the Franklin Lakes Public Schools District Mentoring Plan is supported by:

- District Professional Development Plan 2019-20, Goal 4 including budget allocations and professional learning investments as identified in the District/ School-level plans.
- Novice Teacher payroll deductions to compensate mentors for 1:1 mentoring

The following recommendations for building administrators continue to be necessary:

- Support of the mentor-novice teacher relationship by scheduling common preparation periods to facilitate meetings;
- Support of the mentor-novice teacher observation cycle by scheduling release time for classroom visitations, pre-conferences, and post-conferences
- Designation of one half day of New Teacher Orientation to allow for mentor teachers to meet with novice teachers at their home school;
- Ensure mentor and novice teacher follow all aspects of the Franklin Lakes School District Mentoring Plan;
- Inform novice teachers of the New Jersey Provisional Teacher Program and complete necessary paperwork in conjunction with Central Office;
- Support and encourage highly effective teachers to become mentors; see [FLPS Mentor Training Site](#)
- Support coordination of and participate in professional development and training programs for novice teachers; and
- Celebrate successful mentor-novice teacher relationships and professional growth

## **XI. Program Evaluation**

### **Rubric for Assessment of District Mentoring Plan**

Utilizing the Rubric for Assessment of District Mentoring Plan provided in New Jersey's Mentoring for Quality Induction: A Toolkit for Program Development, the District Mentoring Plan Coordinator will work with School Improvement Panels to assess success in all areas of the Franklin Lakes Public Schools Mentoring Plan. The rubric will be used to assess the Needs Assessment Process, the Vision, the Goals, the Objectives, Mentor Selection, Roles and Responsibilities, Professional Learning for Mentors and Novice Teachers, the Action Plan, the Resources Options, the Funding Resources, and the Program Evaluation.

### **Self-Assessment Tool for District Mentoring Plan**

After utilizing the Rubric for Assessment of District Mentoring Plan provided in New Jersey's Mentoring for Quality Induction: A Toolkit for Program Development with School Improvement Panels, the District Mentoring Plan Coordinator will complete the Self-Assessment Tool for District Mentoring Plan to collect data on the success of the program and plan for further revisions.

### **School Improvement Panel Survey Data / Mentor and Novice Teacher Survey Data**

The District Mentoring Plan Coordinator will prepare and disseminate a survey to collect feedback about the program to be used in planning for further program revisions. Survey results will be aggregated and shared with all participants in the program.