

**The Educational Services Commission of New Jersey**

**MENTORING PLAN  
2021-2022**

**Mark J. Finkelstein**  
*Superintendent*

**Nadia Romano**  
*Director of Human Resources*

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**ESCNJ District Mentoring Plan District Profile Sheet**

**The district profile sheet reflects the mentoring data from the 2020-2021**

**School Year:**

**Name of District: Educational Services Commission of New Jersey**

**District code: 3145**

**County code: 23**

**District Address: 1660 Stelton Road, Piscataway, NJ 08854**

**Chief School Administrator: Mark Finkelstein**

**Mentoring Program Contact: Nadia Romano**

**Mentoring Program Contact Phone: 732-777-9848 X3310**

**Mentoring Program Contact Email: nromano@escnj.us**

**Type of District: Educational Services Commission Pre-K to 21**

**Please provide the following information:**

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

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

**Number of Mentors: |**

**Identify the number of provisional novice teachers in the following areas: /**

**Grades K-2=0**

**Grades 3-5=0**

**Grades 6-8=0**

**Special Education = |**

**High School Art= 0**

ESCNJ

## School Improvement Panel Plan Review

Name of District: Educational Services Commission of New Jersey  
County: Middlesex

### Committee Members:

Name: Meena Pasupathy Position: Director

Signature: Meena Pasupathy Term: 2021-2022

Name: Arthur Francis Position: Principal of Special Projects

Signature: Arthur Francis Term: 2021-2022

Name: Phyllis Lewis Position: Principal TPA

Signature: Phyllis Lewis Term: 2021-2022

Name: Katie Feiles Position: Principal FFA

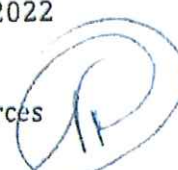
Signature: Katie Feiles Term: 2021-2022

Name : Stacy Rieger Position: Principal ALC

Signature: Stacy Rieger Term: 2021-2022

Name and Title: Nadia Romano, Director of Human Resources

District Contact: Nadia Romano  
Email: [nromano@escnj.us](mailto:nromano@escnj.us)  
Phone: 732-777-9848 X331



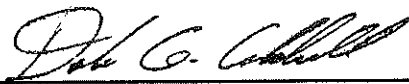
ESCNJ

## Teacher Mentoring Plan

### Board of Education Review Notification

The Educational Services Commission of New Jersey has received and approved the local mentoring plan developed by the ESCNJ. The Educational Services Commission of New Jersey's Board of Trustees and assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J.A.C. 6A:9-8.4.

A copy of the district profile sheet and the review of the plan have been attached.



\_\_\_\_\_  
Signature of Board of Education President

7/30/21  
Date

**Self-Assessment Tool for District Mentoring Plan**  
 To be completed by April 23<sup>th</sup> of the 2020-21 School Year

*Place an "X" in the box that is appropriate for each item*

<b>District-wide Planning Process</b>			
	Yes	No	Partially
Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local School Improvement Panel (ScIP) to develop a mentoring plan aligned with state regulations?	X		
Does the SCIP monitor implementation of the mentoring program and use feedback to adjust and make improvements? As it applies in a given year.			X
<b>Criteria-based Selection and Matching of Mentors</b>			
Does our district mentoring plan include at least the criteria for mentor selection in state regulations?	X		
Are mentors selected based on the criteria stated in state regulations?	X		
Does our district have criteria for matching mentors and novice teachers?	X		
Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?	X		
<b>Mentor Services</b>			
Do mentors receive training in the skills of conferencing and feedback?	X		
Do mentors receive training in the skills or providing support in areas of curriculum, instruction and assessment?	X		
Is there a specified expectation regarding the frequency in interactions (conferences, observations) between the mentor and novice teacher?	X		
<b>Novice Teacher Services</b>			
Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication,	X		

diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers?			
Are novice teachers brought together regularly during the year for networking opportunities?	X		
Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?	X		
<b>School Leader Services</b>			
Do school leaders model a range of ways to support novice teachers at their schools?	X		
Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?	X		
Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?	X		
<b>District Board of Education and Community</b>			
Do all district staff and parents know that there is a rigorous mentoring plan for quality induction programs in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?			X
Is the community invited to support district efforts to nurture novice teachers?		X	
<b>On Going Program Evaluation</b>			
Does the SciP engage in ongoing assessment (Process/formative evaluation) of the mentoring for quality induction program?	X		
Does the SciP gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?	X		

## Teacher Mentoring Plan Current Needs:

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



## Evaluation of the Mentoring Process

To be completed by April 22, 2022 and returned to Nadia Romano

Mentor Survey- via Google doc

Please complete the following survey: The results are not intended for evaluation of individual mentor teachers. Rather, your answers will be compiled to provide data for the improvement of the support team.

Directions: Please check the appropriate rating.

I. How well did you orient your mentee to the following:

	Consistently	Half the time	Less than half the time	Not at all
The Building and Staff				
The Community				
School Rules and Policies				
Classroom rules and Policies				
The Nature and Needs of the Students				
The content to be Covered				

II. Please choose a response for each item that indicates your level of need for assistance in the area described.

Possible Responses:

1. Little or None      2. Some Need      3. Moderate Need  
4. High Need      5. Very High Need

- \_\_\_ 1. Learning more about what is expected of me as a mentor.
- \_\_\_ 2. Collecting Classroom observation data.
- \_\_\_ 3. Diagnosing needs of my novice teacher.
- \_\_\_ 4. Interpersonal skills.
- \_\_\_ 5. Assisting my novice teacher with classroom management
- \_\_\_ 6. Helping my novice teacher develop a variety of effective teaching strategies.
- \_\_\_ 7. Using Principles of adult learning to facilitate the professional growth of my novice teacher.
- \_\_\_ 8. Socializing my novice teacher into the school culture.

- \_\_\_ 9. Helping my novice teacher maintain student discipline.
- \_\_\_ 10. Helping my novice teacher design a long-range professional development plan.
- \_\_\_ 11. Finding resources and materials for my novice teacher.
- \_\_\_ 12. Providing emotional support for my novice teacher.
- \_\_\_ 13. Co-teaching with my novice teacher.
- \_\_\_ 14. Managing my time and work.
- \_\_\_ 15. Problem solving strategies.
- \_\_\_ 16. Helping my novice teacher motivate students.
- \_\_\_ 17. Helping my novice teacher diagnose student needs.
- \_\_\_ 18. Helping my novice teacher understand the behavior plan development process.
- \_\_\_ 19. Helping my novice manage challenging behaviors.
- \_\_\_ 20. Helping my novice teacher develop effective behavior management strategies.
- \_\_\_ 21. Helping my novice teacher evaluate student progress.
- \_\_\_ 22. Helping my novice teacher collaborate with and manage classroom staff.

Please respond to the following items.

1. List any mentor needs not addressed in section II.
  
  
  
  
  
  
  
  
  
  
2. What additional types of support should the school district provide to you and other mentors not mentioned in section II.?

## Evaluation of the Mentoring Process

To be completed by April 22, 2022 and returned to Nadia Romano

### Mentee Survey-Via Google Doc

- I. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

#### Possible Responses:

- |                   |                   |                  |
|-------------------|-------------------|------------------|
| 1. Little or None | 2. Some Need      | 3. Moderate Need |
| 4. High Need      | 5. Very High Need |                  |

- 1. Finding out what is expected of me as a teacher.
- 2. Communicating with the principal.
- 3. Communicating with other teachers.
- 4. Communicating with parents.
- 5. Organizing and managing my classroom.
- 6. Managing challenging behaviors, including developing effective behavior management.
- 7. Obtaining instructional resources and materials.
- 8. Planning for instruction.
- 9. Managing my time and work.
- 10. Diagnosing student needs.
- 11. Evaluating student progress.
- 12. Motivating students.
- 13. Collaborating with and managing classroom staff.
- 14. Understanding the curriculum.
- 15. Completing administrative paperwork.
- 16. Using a variety of teaching methods.
- 17. Facilitating group discussions.
- 18. Grouping for effective instruction.
- 19. Administering standardized achievement tests.

- \_\_ 20. Understanding the school system's teacher evaluation process.
- \_\_ 21. Understanding my legal rights and responsibilities as a teacher.
- \_\_ 22. Dealing with stress.
- \_\_ 23. Dealing with union-related issues.
- \_\_ 24. Becoming aware of the services provided by the school district.

II. Please respond to the following items.

1. List any professional needs you have that are not addressed by the preceding items.

2. What additional types of support should the school district provide?

III. Please respond to the following tables:

<i>Please put an "X" under the appropriate rating:</i>	All the Time	Half the Time	Less than Half the Time	Not at All
How Regularly did your mentor use the following to help you grow?				
Mutual Goal-setting planning				
Other Methods of Observation and Data Collection				
Conferring				
Log-keeping				
How often did you discuss the following with your mentor?				
What to teach and why?				
How to teach and why?				

How to Evaluate?				
How to use classroom assessments to inform instruction?				

<i>Please put an "X" under the appropriate rating:</i>	Very	Somewhat	Not at all
Evaluate how you feel about the following:			
Secure?			
Self-confident?			
Professional?			
Comfortable with colleagues?			
Comfortable with students?			
Did your mentor help you to develop an effective professional relationship with the following?			
Your Principal?			
Your superintendent?			
Other Faculty?			

Comments:

# The Educational Services Commission Teacher Mentoring Plan

## Vision and Goals

### Vision

The purpose of the ESCNJ's Novice Teacher Mentoring Plan is to facilitate the professional and personal growth of beginning teachers to the highest levels possible during the initial year of teaching. By supporting the needs of novice teachers through a collaborative effort we strive to help the beginning teacher acquire the knowledge and skills necessary to experience a successful induction period.

### Goals

- To enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement.
- Supporting new teachers in their professional growth as measured by the Stronge framework for teaching.
- Acclimate novice/new teachers to district policy and school/community culture.
- To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- Strategically place master teachers to coach and observe novice/new teachers.
- To assist novice teachers in the performance of their duties.
- To assist novice teachers in adjusting to the challenges of teaching.
- To improve teaching performance through learning-focused mentoring.
- To provide novice teachers with opportunities for reflection and self-assessment.
- To retain promising novice teachers.

## 2021-2022 Teacher Mentor Plan

### Section 1: Mentor Program Goals

1. Identify and attract qualified, knowledgeable teachers to serve as mentors to novice teachers.
2. Train mentors to enhance personal and professional skills needed to work with and guide novice teachers.
3. Ensure confidentiality in the mentor-novice relationship.
4. Provide professional development opportunities for the novice, especially in day to-day activities, core curriculum content standards, and exemplary teaching skills.
5. Provide a contingency plan in the event that problems arise in the relationship between mentor and novice or that the relationship is unable to continue.
6. Provide a collaborative setting to promote positive and productive interactions.

### Application Process

1. Notice of vacancy is distributed to all tenured staff.
2. Mentor applications and reference forms are available from each building principal.
3. Completed applications and reference forms are returned to the Director of Human Resources by interested applicants by the deadline indicated.
4. Director of Human Resources in conjunction with building principal screens and selects mentors using the mentor criteria selection checklist.

### Mentor Selection Criteria

1. The teacher is tenured in the district and actively teaching with an effective or highly effective evaluation rating or, in the event that such a teacher is unavailable, a certified teacher with at least four years of experience, having effective or higher evaluation ratings, may be selected.
2. The teacher is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.
3. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy as indicated through an effective or highly effective evaluation rating for two consecutive years.
4. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible, and where not possible, in a closely aligned subject area.
5. The teacher is knowledgeable about the social/workplace norms of the school, the board of education and the ESCNJ community.
6. The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
7. The teacher agrees to complete a comprehensive mentor-training program.



## Provisions for Comprehensive Mentor Training

1. Prior to beginning the assignment, mentors will receive a minimum of one session of training in teacher observation and conferencing and effective instruction skills based on the Stronge evaluation model.
2. Mentors will receive an orientation session covering program expectations, participant responsibilities, program activities, confidentiality, Achieve NJ legislation, and practical information.
3. Mentors will receive a minimum of one session of continuing mentor training per year as available.
4. Additional support for mentors will be provided via periodic meetings with administration and/or other professional development activities.

### Mentor Teacher Responsibilities

A mentor teacher shall:

- Serve as a professional role model in both professional and classroom practice.
- Foster a trusting and confidential relationship.
- Serve as coach offering constructive criticism and feedback.
- Meet with novice teacher at least twice weekly in first ten weeks, and weekly thereafter. Documentation of all meetings shall be kept in the monthly mentoring documentation log.
- Provide appropriate and professional feedback after a non-evaluative observation or visitation .
- Model effective instructional techniques for the novice teacher.
- Orient the novice teacher to district and school policies.
- Provide a variety of resources to help the novice begin forming a repertoire of effective strategies and techniques.
- Participate in training modules that will assist the mentoring process.
- Encourage the novice teacher to record needs, questions, or comments in a journal, using the journal for discussion purposes.
- Help the novice teacher identify material for their documentation log.
- Maintain continued involvement in professional growth opportunities.

The Educational Services Commission of New Jersey  
Teacher Mentoring Plan

*Professional Learning  
Components for Mentors*

The Educational Services Commission will train and support first time mentors to ensure that these components are aligned with the New Jersey Professional Standards for Teachers, Achieve NJ professional development requirements, and the New Jersey Professional Development Standards and Stronge teacher practice standards.

Training components may include:

- Roles and responsibilities of mentors.
- Communication skills.
- Trust building and interpersonal relationships.
- Adult learning theory.
- Observation and conferencing skills.
- Collegial coaching strategies.
- Planning and time management.
- Challenges of mentoring.
- Questioning techniques.
- Using standards-based formative assessments.
- Designing professional growth activities.
- Networking and reflection.

## The Educational Services Commission Mentor Application

This form indicates your desire to mentor a novice teacher. A copy must be submitted to your principal and to the office of the Superintendent of Schools.

Name: \_\_\_\_\_ School: \_\_\_\_\_

Email: \_\_\_\_\_ Years in District: \_\_\_\_\_

Please initial all that apply:

I have been a mentor teacher.

I have been a cooperating teacher.

I have received training relating to mentoring from a formal course.

I have maintained effective or higher evaluation ratings in the past 2 years.

I have attained tenured status.

Previous mentoring experience (please list any prior mentoring experience, name of novice teacher, and year):

Previous mentor training:

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

"The applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. This applicant will be able to help the Novice Teacher face the realities of teaching, set appropriate goals, and model effective teaching practice."

Principal \_\_\_\_\_ Date: \_\_\_\_\_

Colleague \_\_\_\_\_ Date: \_\_\_\_\_

Director of H.R. \_\_\_\_\_ Date: \_\_\_\_\_