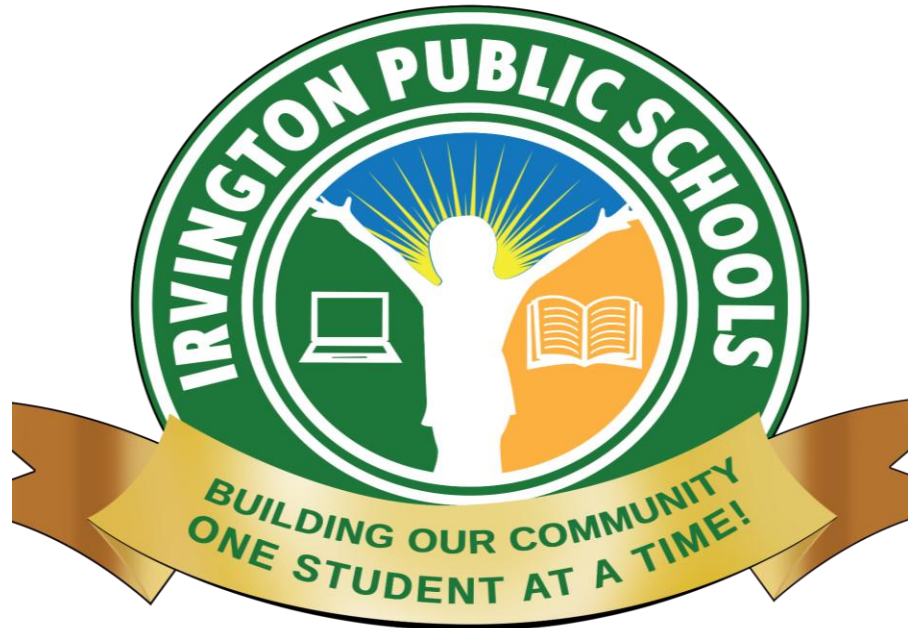


IRVINGTON PUBLIC SCHOOLS
Irvington, New Jersey 07111



2025-2026 DISTRICT MENTORING PROGRAM
MENTORING HANDBOOK

Board Approved 9/17/25

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INTRODUCTION

The New Teacher Mentoring Program is a state required program designed to provide planned support for teachers new to the teaching profession during the first year of their career. The purpose of this handbook is to guide mentors, novice teachers, principals, and administrators as they work through the requirements and practices of our mentoring program.

Reflection, discussion, and knowledge of best practice strategies are the focus of the New Teacher Mentoring Program as well as the New Teacher Induction Meetings.

Mentoring provides the novice teacher with a one on one relationship with an experienced teacher. The mentoring relationship can be very rewarding, both professionally and personally, for the novice teacher and the mentor. While the novice teacher acquires support and a practical understanding of teaching through the mentoring relationship, the mentor teacher is able to reflect upon and improve his/her own practice by sharing experiences and expertise.

Studies reveal that the amount of assistance new teachers receive is a key determinant to their retention and success in the profession. Research tells us that one very productive way to support incoming teachers is to assign them a mentor -- a colleague who shares his or her time and expertise to aid in the novice teacher's development of an effective teaching repertoire. Mentored teachers stay in the profession longer, are more self-reliant, and become competent more quickly (National Governor's Association 2002).

Irvington's recognized strength has always been highly qualified and dedicated teachers who are able to work well with all of their students. Teaching today is difficult, complex work that requires extensive knowledge of subject matter as well as the ability to reach diverse learners, many of whom have special needs, limited English proficiency, and a wide range of family and community challenges.

Our hope is that our newly hired teachers who are mentored in Irvington will become accomplished teachers; that talented mentors who work with novice teachers learn more about themselves through the process; and that the children who work with our teachers will realize the benefit of excellent classroom instruction.

A BRIEF HISTORY OF MENTORING IN NEW JERSEY PUBLIC SCHOOLS

In New Jersey, formal mentoring evolved as an outgrowth and response to the needs of beginning and alternate route teachers. In 1985, the state of New Jersey developed a plan for teachers seeking an alternate route to teacher certification, which has become the nation's model.

In 1993, the State required districts to provide formal mentoring tied to the acquisition of a provisional license. Mentoring was mandated for all teachers with the exception of special education teachers. Irvington responded to this mandate in a proactive and professional manner by creating a formal mentor training program to train veteran teachers in the mentoring process.

In 2000, former Governor Christine Todd Whitman announced the creation of a partnership with New Jersey Education Association (NJEA) and the development of a statewide mentoring program for all first and second year teachers in public schools. With the adoption of the New Jersey Professional Teaching Standards for Teachers, the New Jersey State Board of Education has created a statewide new teacher induction and mentoring program.

On August 6, 2012, Governor Christie signed the "Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act" legislation. The TEACHNJ Act states that in order to earn tenure, a new teacher must complete a district mentorship program during his/her first year of employment. After completion of the program, the teacher must be rated either effective or highly effective in two of the three subsequent years.

VISION FOR MENTORING

The Irvington Public Schools shall be an educational district that provides a safe, secure, and highly motivating learning environment. To establish this environment, it is our hope that this handbook will provide the foundation for a team to support the needs of teachers who join our District. Our mission is to maximize the potential of each teacher to become an effective member of our school community by providing structured support. The Irvington Public Schools is committed to providing the support and training that our new colleagues deserve in the first years of their chosen profession.

Through this motivational environment, student achievement shall continually show yearly progress on all measures of the state assessments, until accomplishments meet and exceed the state standards. To prepare children for a global society, the New Jersey Student Learning Standards will ensure student success through an integrated curriculum, community partnerships, and a hands-on, cooperative learning environment. Our District's focus on the students' overall development guarantees success through the application of high expectations, high standards, and high content.

The results of our Mentor Program for new teachers will provide the foundation for each teacher to be self-sufficient, confident, and ready for effective experiences in our educational environment. A structured mentoring program will facilitate the development of a collaborative and reflective relationship between the novice teacher and the veteran teacher that will encourage content mastery and deepen the understanding of pedagogical skills. This handbook will serve as one of the many resources available to guide our new teachers, our veteran teachers, and our administrators through the mentoring process.

PROGRAM PURPOSE

The Mentoring Program of the Irvington Public Schools has been designed to ensure that each teacher new to the District be afforded the support of experienced teachers for orientation and instructional coaching. The program provides for a one-year mentoring partnership for teachers new to the field of education. During this mentoring period, ongoing collaboration will facilitate the growth of the novice teacher toward the highest levels of professional practice during his/her first year of teaching in Irvington. Mentoring programs have been shown to help solve or reduce problems faced by new teachers. In addition, mentoring programs help retain promising teachers.

According to TEACHERS 21, a mentoring program should focus on the following:

- Curriculum
- Teaching effectiveness
- Classroom climate
- Identification of school problems
- Student behavior and discipline
- Meeting the needs of all students
- Parent/teacher relationships
- Emotional and personal support
- Orientation to the school, policies, and procedures
- Promote excellence in teaching.
- Enhance student achievement
- Increase retention of promising beginning teachers and new professionals.
- Build supportive environment within the school buildings and District.
- Promote professional well-being of classroom teachers.
- Help beginning teachers/new professionals develop the skills necessary to analyze lessons and instructional units based on the New Jersey Student Learning Standards
- Provide an efficient source of information regarding District policies and procedures for new teachers.

GOALS FOR MENTORING

The goals for the teacher-mentoring program in the Irvington Public Schools are aligned with State requirements and District initiatives. These goals reflect a research-based initiative consistent with the needs of individual novice and mentor teachers as well as the District as a whole.

Goals

1. To ensure that each novice teacher has a formally trained mentor to provide a transition to the teaching profession. There are too many adjustments to be made from college-based theory classes to actual classroom practices. Much time can be saved if new teachers have someone to introduce them to the intricacies of the school district, their individual school, and its personnel, and the rudiments of establishing classroom procedures and efficient practices.
2. To assist the novice teacher in adjusting to the culture and community of our school district.
3. To provide the novice teacher opportunities for personal and professional growth through coaching, encouragement, and professional development.
4. To provide the novice teacher opportunities for personal and professional growth through the guided development of individual goals and reflective practice.
5. To provide the novice teacher the opportunity to obtain the professional license through the guided development of individual goals, reflective practice and peer coaching.
6. Promote excellence in teaching.
7. Enhance student achievement
8. Increase retention of promising beginning teachers and new professionals.

MENTORING PROGRAM COMPONENTS

New Teacher Orientation- August

When arriving at Irvington Public Schools there are many things to learn about the school district. The orientation is designed to provide an overview of the academic initiatives, provide a technology overview, and complete all necessary paperwork and mandatory trainings.

New Teacher Induction Monthly Meetings- September-June

The mentoring program provides support for novice teachers throughout the school year. This support will be provided by administrators and may include areas such as classroom management, planning and organizing for instruction, motivation techniques and assessment. A mentoring administrator will also be available to provide monthly contact and feedback throughout the school year. Monthly scheduled meetings will occur before, during or after school with the mentor and also with the mentoring administrator. These meetings are separate from the after-school faculty meetings.

Periodically the mentors will meet with administrators to receive support and training on the mentoring process. This will make the mentors more effective as they meet and talk with the new professionals they are assigned to mentor.

During the school year, new teachers are encouraged to observe classrooms to gain additional curriculum, instruction, and assessment examples.

The New Teacher Induction Monthly Meeting Program can be found in the Appendix.

MENTORING REGULATIONS (UPDATED MAY 5, 2014)

- A. Novice teachers who hold a certificate of eligibility will be assigned a mentor for the entire school year. The mentor and novice teacher must meet daily for the first 8 weeks. After which, the mentor and novice teacher must meet at a minimum one time per week for the remainder of the school year, totaling a minimum of 30 weeks . (Mentor payment \$1000.00)

- B. Novice teachers who hold a certificate of eligibility with advanced standing will be assigned a mentor For the entire school year. The mentor and novice teacher must meet daily for the first 4 weeks. After which, the mentor and novice teacher must meet for a minimum of one time per week for the remainder of the school year, totaling a minimum of 30 weeks. (Mentor payment \$550.00)

WHAT IS MENTORING?

Mentoring is ...

- An individualized process through which an experienced teacher in the District guides and supports a newly-hired teacher's transition into the District.
- A process that opens the doors to the school community and helps new faculty find the wisdom of all the teachers in the building.
- Going next door to that new person and saying, "What can I do for you?"
- Helping teachers make sense of the realities that they face in teaching, learn their significance, and use what they have learned to improve their teaching skills.
- Making certain that new teachers have access to the accumulated instructional knowledge and expertise of their colleagues in ways that contribute to student success.
- A mechanism to articulate and share the genius of teaching.

Source: The National Foundation for the Improvement of Teaching, 2009

BENEFITS OF MENTORING

For 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 in ways that contribute to student success
- Systematically builds on successful classroom practice
- Remains in the teaching profession and retains initial enthusiasm

For The Mentor Teacher

- Becomes a more reflective practitioner about their own beliefs related to teaching, students, and learning.
- Is more open to the challenges 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
- Gains a heightened awareness of the complexity of teaching

For The Administrator

- Is supported in efforts to improve teacher quality and effectiveness
- Develops 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

BENEFITS OF MENTORING

For Our School District

- Retains highly qualified 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
- Collaboration helps build a professional learning community

For Our Students

- Teachers who focus on student needs rather than their own survival
- Increased continuity due to reduced annual teacher turnover
- Better teachers, who are more reflective and disposed to continuous improvement
- Teachers who use a wider range of instructional strategies and activities

Source: Adapted from the Toms River Regional School District Mentoring Handbook

ROLES AND RESPONSIBILITIES IN THE MENTORING PROGRAM

Many stakeholders work together in their commitment to support new teachers in the Irvington Public Schools. They work collaboratively to provide new teachers with high-quality support that increases classroom success and teacher retention.

Role of the Mentor

Mentor teachers are increasingly sought to provide more effective school-based support for beginning teachers. Successful mentorship depends upon clarity of participant roles and responsibilities. Successful programs have shown that mentors should

- Continue to teach while serving as mentors,
- Understand the typical needs and challenges of the new teacher,
- Develop and use a variety of strategies to assist the new teacher,
- Prepare themselves for effective one-on-one consultation with individual teachers,
- Initially focus their efforts in areas known to be difficult for the new teacher,
- Develop strategies for giving acceptance and support for the new teacher within the school context

Responsibilities of the Mentor

The responsibilities of mentors, once matched, are to;

- Encourage and support the transition of the new teacher into the district,
- Model and demonstrate effective teaching strategies,
- Observe and provide feedback to the new teacher at a minimum of one time per marking period
- Assist the new teacher in planning for further professional growth
- Assist the new teacher with curriculum and instructional planning
- Attend all training sessions for the year
- Meet with the novice teacher no less than once per week for 30 minutes
- Maintain a Mentoring Log for each month of the mentor period

Role of the New Teacher

The role of the new teacher is complex. As a beginning teacher, the new teacher is a qualified professional as is the mentor. The difference lies in the repertoire of teaching and management strategies that the experienced,

veteran teacher possesses. The role of the new teacher is based on some key principles. For the most part new teachers

- Focus on learning about putting their knowledge to work,
- Develop their own teaching styles over time,
- Develop active listening and consultation skills,
- Commit to an ethos of collegial reflective practice,
- Develop observation and analytic strategies to enhance their teaching effectiveness,
- Provide guidance, support and assistance in analyzing teaching that enhances their own teaching effectiveness,
- Move through well-delineated stages of development from day-to-day survival to concerns about managing responsibilities to concerns about the impact of their teaching to raising questions.

Responsibilities of the New Teacher

The responsibilities of the new teacher, once matched with a mentor, are to

- Ask questions to clarify any misunderstandings,
- Observe the mentor at a minimum of one time per marking period,
- Accept constructive feedback from the mentor,
- Attend monthly New Teacher Induction Meetings,
- Sign the Monthly Mentor Log maintained by the mentor.

Role of the School Administrator

The role of the school administrator is key in developing a mentorship program. The school principal is in a position to assign or approve mentor and protégé teams based on the strengths and needs of the school staff.

The role of the school administrator is to facilitate the process of mentorship within the school. Principals need to initiate mentorship programs based on the needs of the staff,

- Inform potential mentors and protégés about the process and program,
- Facilitate the use of time and resources for the mentorship program,
- Assign/approve mentorship teams early in the school year or at the end of the current year for the following year.

Responsibilities of the School Administrator

Principals with staff involved in the program have a responsibility for

- Facilitate joint growth planning for the new teacher and mentor,
- Provide for common release time for the mentee and mentor with either the instructional or the non-instructional requirements of the collective agreement on a regular and ongoing basis,

- Recruit mentors who meet the identified criteria.
- Collect Mentoring Folder at the end of the mentor period.

Roles and Responsibilities of the School District

The Irvington Public Schools (IPS) is committed to aligning the needs of the new staff with support from the collaborative efforts of mentors, administrators and central office personnel. The combined efforts of all district resources will be used to provide a comprehensive approach to the induction, retention and success of new staff members.

The District will:

- Welcome new teachers as members of the IPS professional learning community and keep their needs a priority of the district.
- Support the growth and development of new teachers.
- Assign a Mentor to all first-year provisional teachers.
- Provide guidance to schools about how to create successful support for new teachers.
- Provide regular opportunities to gain feedback from new teachers.
- Provide technology support.
 - ❖ Access to and training for the IPS webpage.
 - ❖ Verify that new teachers have been provided with E-mail and passwords
- Conduct monthly New Teacher Induction Meetings
- Distribute information regarding whom to contact for specific concerns.
- Support provisional teachers with license requirements.

The District is responsible for

- Promoting the program in the district (information meeting for principals and interested experienced and beginning teachers);
- Contributing financial resources to support the mentorship program;
- Identifying criteria for selection of mentors;
- Delivering the following common program of events that make up the in-service component of the program:
 - orientation meeting for all participants, including principals,
 - mini-conference(s) or workshops;
- Matching mentees and mentors if not done at the school level;
- Evaluating the mentorship program.

QUALITIES OF EFFECTIVE MENTORS

An effective mentor is a teacher who can guide the novice teacher in a supportive manner. The mentor serves as a positive role model for the teaching profession by exhibiting professionalism, a strong work ethic, organization and problem solving ability.

Attitude and Character

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

Professional Competence

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

Communication Skills

Is able to articulate effective instructional strategies
Listens attentively
Asks questions that prompt reflection and understanding
Offers critiques in positive and productive ways
Uses e-mail effectively
Is efficient with the use of time
Conveys enthusiasm, passion for teaching
Is discreet and maintains confidentiality

Interpersonal Skills

Is able to maintain a trusting professional relationship
Knows how to express care for a protégé's emotional and professional needs
Is attentive to sensitive political issues
Works well with individuals from different cultures
Is approachable; easily establishes rapport with others
Is patient

Mentor Teachers must have taught in the Irvington Public Schools for a minimum of 4 years. The Mentor will be invited by the building principal to apply to become a mentor. The mentor must be a teacher in good standing who is considered a master teacher.

QUALIFICATIONS FOR MENTORS

- Hold a current Irvington Board of Education Mentor Training Certificate.
- Possess at least five (5) years of teaching experience in the Irvington Public Schools.
- Demonstrate exemplary teaching ability as measured by the District evaluation system (Achieving or Distinguished Summative Rating).
- Accessible to the novice teacher.
- Aware of the merits of different teaching styles.
- Willing to invest time to develop mentoring skills and participate in the program for the duration of the year.
- Understand teaching and learning process/coaching.
- Knowledge of the resources and professional development opportunities in the District as well as willingness to act as a referral source to the novice teacher.
- Receive training from the District in 5-year intervals on the following:
 1. Danielson Evaluation Template and Rubrics
 2. NJ Professional Standards for Teachers
 3. NJ Student Learning Standards
 4. Classroom Observation Skills (pages 25, 27, 41-42, and video)
 5. Facilitating Adult Learning (page 40)
 6. Leading Reflective Conversations about Practice (pages 26, 30, and 33-34)
- Knowledge of relevant District policies (grading, retention, attendance procedures).

Whenever possible, it is recommended that the mentor teacher should be certified in the same field as the novice teacher. Additionally, whenever possible, the mentor teacher should be teaching the same grade level or, when not possible, should be within one grade level of the novice teacher. The mentor may not serve as the novice teacher's direct supervisor or conduct evaluations.

The mentor teacher may not provide assistance and guidance to more than two novice teachers during the course of a school year.

NO-FAULT EXIT PROCESS

If a mentoring relationship does not “jell” or if it does not provide a significant degree of satisfaction for either participant, there needs to be a way to conclude the relationship without damage to anyone. Consideration should be given to the fact that the participants may well become colleagues, for example as principals, in the future.

Deciding at the beginning of the mentoring process how a non-collegial relationship will be concluded is important. Both the mentor and novice teacher need to know this procedure from the beginning. Either party has the option of discontinuing the mentor-novice teacher relationship for any reason, expressed or not. Either participant may choose to notify the other of the desire to discontinue or consult with the building principal to seek support in concluding the relationship.

Source: Adapted from *Mentoring Towards Excellence* (p 114) by Learning & Skills Council, 10/2001.

IRVINGTON PUBLIC SCHOOLS MENTORING CONTRACT

The mentoring contract brings together the mentor, the novice teacher, and the principal and spells out each person's responsibilities. When each person's responsibilities are consistently implemented, student achievement will be substantially enhanced.

The mentor and the novice teacher hereby agree:

- To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.
- Observe one another one time per marking period

The mentor hereby agrees:

- To review the background of the novice teacher to provide the type and amount of support indicated by this background.
- To be available for informal support and consultation.
- Maintain a Mentor Log (by month)
- To maintain the confidential nature of the mentor teacher/novice teacher relationship according to the Irvington Education Association guidelines.
- To support the mentee daily for 4 weeks and weekly for the remainder of the school year, for a minimum of 30 weeks (CEAS Certificate)
- To support the mentee daily for 8 weeks and weekly thereafter for the remainder of the school year, for a minimum of 30 weeks (CE Certificate)

The novice teacher hereby agrees:

- To observe the mentor's teaching, as well as the teaching of other experienced professionals.
- To take into consideration the suggestions of the mentor teacher.
- To seek out the mentor for answers to questions that may arise.
- To monetarily compensate the mentor by submitting the New Teacher Mentor Payroll Deduction Authorization Form (certificate of eligibility \$1,000 and certificate of eligibility with advanced standing \$550).
- To attend monthly New Teacher Induction Meetings
- To sign the Monthly Mentoring Log

The principal hereby agrees:

- To observe and evaluate the novice teacher and make appropriate recommendations if additional training is necessary.
- To provide support to both the mentor and the novice teacher.
- Not to solicit evaluative comments from the mentor regarding the novice teacher.
- To assign mentors to the novice teachers who do not share the same preparation period to allow for observation time, if possible.
- To collect the mentoring folder at the end of the mentor period and submit to Human Resources
- To ensure that the novice teacher completes the New Teacher Mentor Payroll Deduction Authorization Form.

Mentor: _____ Date: _____
Novice Teacher: _____ Date: _____
Principal: _____ Date: _____

MENTOR CODE OF ETHICS

The purpose of the Mentor Code of Ethics is to clarify responsibilities, the standards of accountability, appropriate behaviors, and the proper role and function of the mentor.

Respect

- Mentors will refrain from sharing any information regarding mentees with the mentee's colleagues, or students.
- The mentor will respect the mentee's integrity and individuality.
- The mentor will provide services in a nondiscriminatory manner.
- The mentor will show sensitive regard for the mentee's moral, social, and religious standards and avoid imposing his/her beliefs.
- In the mentor/mentee relationship, the mentee retains full freedom of choice and decision in his/her own classroom.
- The mentor's main concern is the mentee's integrity and welfare.

Confidentiality

- The mentor will respect the rules of confidentiality with respect to the mentor/mentee relationship.
- The mentor shall disclose confidential information about the mentee to the Building Principal only when compelling professional purpose is served or when required by law to prevent a clear and immediate danger to someone.
- The mentor should take precautions to ensure that records, reports, and correspondence relating to the mentee are secure from public inspection and not shared inappropriately.

Mentor Confidentiality Verification Statement

I understand and will fulfill my responsibilities as outlined in the Irvington Public School District's Mentor Program. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/mentee program confidential.

Name (Print)

Date

Signature

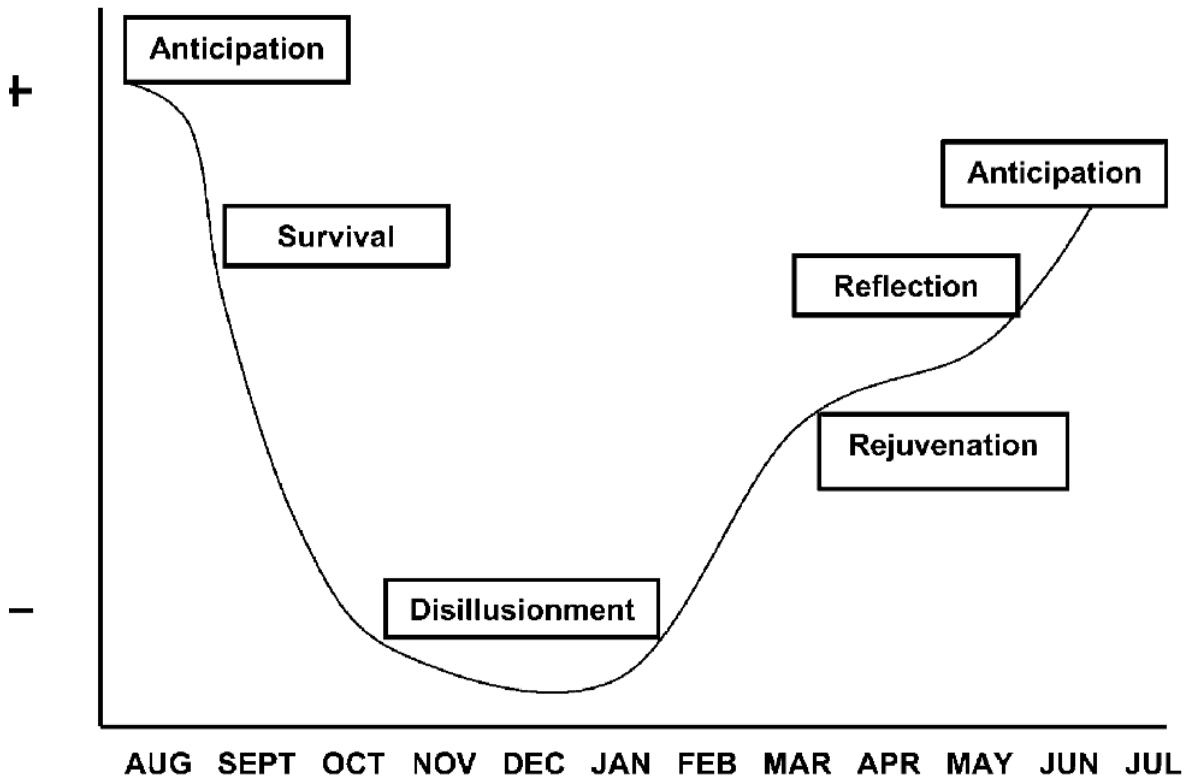
GETTING THE YEAR STARTED

Mentors are encouraged to share general operating procedures and curriculum information with the novice teacher. The following is a list of suggested topics. Again, these are just some ideas to cover – use as a guideline.

- _____ Introductions to faculty and staff
- _____ Attendance/tardy procedures of students
- _____ Attendance procedures of teachers (e.g., sick days, personal leave)
- _____ Lunch procedures
- _____ Locker rules
- _____ Supervision responsibilities
- _____ Building use after hours/weekends
- _____ Supplies
- _____ Office procedures (e.g., equipment available for staff use, inter- school mail, telephone procedures, intercom)
- _____ Hall passes
- _____ Student and Staff Handbooks
- _____ Board Policy and Regulation Manuals
- _____ Emergency Manual
- _____ Curriculum Grade Level benchmarks and components
- _____ Textbooks and other instructional materials
- _____ Course content and pacing
- _____ Media Center (library) services
- _____ Special Education (adaptations, inclusion, review IEPs)
- _____ Assessment procedures
- _____ District Student Information System (Power School)
- _____ Substitute Packet
- _____ Lesson Plans
- _____ Classroom Management Plans
- _____ Danielson Evaluation Domains and Components

PHASES OF THE FIRST YEAR TEACHING

The first year of teaching is an emotional roller coaster for many new teachers. They go through a variety of emotions, from the highs of "This is what I have always wanted to do and now I have my own class," to the lows of "Why did I ever think I could be a good teacher?" In fact, the path they take is fairly predictable and the various stages they pass through are distinct and recognizable. Below is a chart showing the various attitudes new teachers display during the first year and an approximation of when during the school year these phases are apparent. Mentors should be aware of these stages and the types of support appropriate at each stage.



TOPICS FOR MONTHLY MENTOR-MENTEE INTERACTIONS

September - October:

- Roles and Responsibilities in the Mentoring Program
- District Policies and Procedures (located on District Website)
- Assessments - (Formative and Summative)
- Mapping out the Year (curriculum pacing and staff meetings)
- Grading and Report Card Information
- Observations- (formal and informal)
- Review Danielson Evaluation Domains and Components
- Open House
- Faculty Handbook
- Home-School Communication
- Parent-Teacher Conference Expectations/Techniques
- OnCourse Lesson Planning
- Power School Parent Portal
- Process for calling the Substitute Service
- Uniform Grading Profile
- District Forms
- Classroom Management
- Journal and Portfolio Expectations
- Creation of the Professional Development Plan (PDP)- Due 30 days after employment begins
- Review Development of Human Resources Employee Handbook
- Student Growth Objectives (SGOs)

November - December:

- Community Outreach
- Planning for upcoming Holidays
- Budget Procedures
- I&RS Process
- 504 Process
- Recommendations listed on Danielson Evaluation Number 1
- Communication with Parents/Guardians Regarding Students' Academic Performance
- Uniform Grading Profile
- Action steps for next part of the school year
- Field trip procedures
- Progress Reports
- Peer Observation Protocols
- Cycle/Unit Assessments

January - February:

- School Closing Procedures
- Mid-Term Testing
- New Jersey Student Learning Assessment
- Reflection: Recognition of a "low point" in the first year of teaching
- Instructional Techniques and Methods (explained and demonstrated by Mentor)
- Discussion of particular students (behavior and academics)
- Analysis of student work – (using rubrics)
- Progress in meeting goals of the Professional Development Plan (PDP)
- Recommendations on Danielson Evaluation Number 2
- Communication with Parents/Guardians regarding students' academic performance
- Uniform Grading Profile

March - April:

- End-of-Year activities with students
- End-of-Year teacher responsibilities
- Information from various assessments and comparison of student work
- Communication with Parents/Guardians regarding students' academic performance
- Uniform Grading Profile

May -June:

- End of Year procedural review
- Managing paperwork
- Review of Parental Communication
- Final Exams
- Reflection on the Year
- Action Plan for Next School Year
- Progress in Meeting Goals of the Professional Development Plan (PDP)
- Summative Assessment

STEPS FOR PROACTIVE MENTORING

Demonstration Teaching

The Mentor demonstrates a lesson in order to model certain strategies for the Novice Teacher. The lesson would be one that demonstrates a teaching technique or strategy the Novice teacher is interested in learning/using in his/her classroom.

Coaching/Observation

The Mentor observes the Novice teacher while she/he is teaching. The process involves a pre-conference to identify what will be observed and the data requested by the Novice Teacher, a classroom observation and a post observation conference to discuss the data collected and its implication for teaching.

Paired Observation

The Mentor and Novice may observe a veteran teacher together, and then discuss what each observed and the possible implications for their own teaching.

Mentor Logs

The Mentor and Novice teacher agree upon a method of maintaining a list of contacts and a brief description of their interactions. Mentors are required to maintain a Mentor Log that encourages constant reflection on classroom practice, identifies problems and concerns, provides a reference point for discussion, enables the mentor to accurately record events and identify resources, and encourages continued growth in a particular area.

Problem Solving

A problem solving conference often focuses on a particular and sometimes urgent concern from the Novice teacher. The Mentor listens, asks clarifying questions and encourages the Novice teacher to consider possible strategies or solutions. The Mentor proposes possible next steps and solutions to address the concern.

Creating Lesson Plans Together

The Mentor may share his/her lesson plan and/ or walk through the development of a lesson plan with the Novice teacher offering guidance and suggestions and ideas that have proved successful for the Mentor.

COACHING AND PEER OBSERVATION PROTOCOLS

A core mentoring activity from New Jersey Department of Education (NJDOE) Guidelines for Mentoring is mentor/mentee peer observations. The observation process is vital to professional growth. Observations need to be planned in advance and contain pre conference, observation, data gathering and post conference. The following observation protocols should be used as a guide for the mentor to help the novice teacher prepare for formal observations/evaluations.

This mutually beneficial activity forms the heart of a professional relationship as teachers work together to reflect on and refine their practice, upgrade skills and broaden understanding of content while building trust and collegiality. Although there are many specific protocols for observations, Irvington will focus on three basic components:

Pre-Observation

- Mentor and Novice discuss teaching techniques and learning strategies (e.g. types of questions, student responses, wait time, transitions, formative assessments, data analysis, small group instruction).
- Mentor and Novice discuss objectives and the New Jersey Student Learning Standards.
- Mentor and Novice meet to discuss the observation: include purpose of the lesson, expectations for students, and activities; decide on evidence of student achievement and determine data gathering procedures.
- Mentor and Novice organize classroom structure as it relates to facilitating learning (students' view of the board, learning centers, organization).
- Mentor and Novice agree on a time for a post observation conference.

Observation

- Review data to be collected.
- Be punctual.
- Focus on task (avoid interrupting the lesson).
- Leave a copy of the data for the teacher before the post conference.

Post Observation Conference

- Make the novice teacher comfortable.
- Invite him/her to share immediate reactions to the lesson before discussing the data.
- Discuss data and the implications the data shows for instruction.
- Review strategies for change and encourage the teacher for his/her efforts.
- Assure confidentiality; neither mentor nor novice may discuss classroom visits with others.

PRE and POST-CONFERENCE QUESTION GUIDE

Lesson Purpose – Pre conference

- What was the intent of the lesson?
- Why is it important to students?
- What will students gain from the lesson?
- How will it impact their thinking, their attitudes, or their abilities?
- What reasons exist for these beliefs?

Teacher Development – Post conference

- How effectively were the instructional practices?
- What was performed well?
- What needs further development?

Effects on Students – Post Conference

- In what ways do the practices employed enhance student learning?
- What basis is there for believing this?
- In what ways do the practices employed distract from the intended learning outcomes?
- What could be changed to better meet the needs of students or achieve the lesson outcomes?
- What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

Collaborative Communications – Post Conference

- Are any issues impacting teaching and learning in your classroom?
- What are two next steps you will implement immediately?
- What two things would you do differently if you taught the lesson again?

SUGGESTIONS FOR DATA COLLECTION DURING A CLASSROOM VISITATION

- Teacher-Student Interactions
- Student Time on Task
- Verbal Flow
- Teacher Proximity to Students
- Wait Time
- Questioning Skills
- Reinforcement
- Use of Motivation
- Instructional Strategies
- Curriculum Approaches
- Teacher Expectations/Student Achievement
- Active Participation Techniques (Formative Assessments)
- Small Group Instruction (scaffolding differentiated instruction)
- Intentional Grouping
- Use of Technology
- Overall classroom Culture

Source: MI-Map3.5 Mentoring New Teachers by Michigan Department of Education Office of School Improvement. Used with permission as stated in the New Jersey Mentoring for Quality Induction: A Toolkit for Program Development.

MENTORING LOG

The mentor is responsible for maintaining a Monthly Mentoring Log

All entries should include the following information:

- Names of mentor/and the novice teacher
- Date/time
- Length of meeting
- Topic discussed/activity focus (be specific)
- Observations (when applicable)

Both the mentor and mentee must sign the Mentoring Log. The mentor must submit a completed Mentoring Log with all applicable months in order to receive compensation. Mentorship Meeting Requirements for CEAS and CE Certification:

- Daily for 4 weeks and weekly for the remainder of the school year, for a minimum of 30 weeks (CEAS Certificate)
- Daily for 8 weeks and weekly thereafter for the remainder of the school year, for a minimum of 30 weeks (CE Certificate)

If the mentor has any questions about log entries, he/she should discuss those questions with the building principal.

Mentoring Logs are used to help the Office of Curriculum and Instruction identify common themes that arise that could be addressed through professional development or other resources. The logs are not used for evaluation purposes and are kept confidential.

Irvington Public Schools



MENTOR LOG (Sample)

Instructions: Please log each session with your mentee. Place this log in your Mentor Folder. Use one form for each month of the school year. Please keep a record for yourself.

Month: _____ Year: _____ School: _____

Mentor Name: _____

Mentee Name: _____

Total Number of Mentoring Hours This Month: _____

| <u>Date</u> | <u>Time</u> | | <u>Description Of Activities</u> | <u>Total Time</u> |
|-------------|--------------|------------|---|-------------------|
| | <u>From:</u> | <u>To:</u> | | |
| 9/9/19 | 2:30pm | 3:30pm | Received schedules to determine the best time for meeting. Discussed areas of concern and assessed needs within the classroom | 1 hour |
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Mentor Teacher _____ Date _____ Mentee _____ Date _____

PROFESSIONAL DEVELOPMENT PLAN

The Professional Development Plan (PDP) is a written statement of actions developed by the supervisor and the teaching staff member to meet the needs of the individual teacher in the context of his or her job.

A high-quality PDP contains experiences for a teacher that are district-provided professional learning opportunities, school-based team experiences as well as individual opportunities provided outside the district through universities or other professional development providers. Outside options could include, but are not limited to, formal courses, on-line offerings, conferences, workshops, seminars and institutes sponsored by professional associations, colleges and universities, district boards of education, training organizations or other entities.

A teacher and his/her supervisor should consider individual professional learning that supports student learning. This learning may include, but is not limited to, individual action research, sabbaticals, fellowships, internships, textbook review, portfolio development, and contributions to professional literature. Other options include grant writing, mentoring a pre-service or novice teacher, professional service on boards or committees, teaching a course or making presentations and developing curriculum.

Guidance for Completing the Professional Development Plan

When creating a PDP, teachers and their supervisors should discuss the kinds of professional learning that would deepen the practitioner's knowledge of content, pedagogy and social-emotional learning. Options that provide sustained, intensive, and collaborative team-based opportunities should also be considered so, a teacher can benefit from learning with colleagues.

The content of each teacher's professional development plan shall align with the Professional Standards for Teachers. The activities in each teacher's professional development plan shall align with the Professional Development Standards for New Jersey Educators.

Goals for the Professional Development Plan (PDP) are created in collaboration with a building and/or district administrators.

Novice teachers and teachers who are new to the district must complete a PDP with the supervisor within the first 30 days of beginning work within the district. This PDP will guide the professional learning of the individual teacher for the year. The initial PDP should include goals aligned to recommendations in formative evaluations.

IRVINGTON PUBLIC SCHOOLS

Professional Development Plan (PDP) for Teachers - Page 1 of 2

| | |
|-------------------------|--------------|
| Name of Teacher: | Date: |
|-------------------------|--------------|

| | |
|----------------|---------------------|
| School: | School Year: |
|----------------|---------------------|

Completing a Professional Development Plan
 The Professional Development Plan for Teachers should include: 1. Professional development standard(s) which your plan will address; 2. Linkages from individual goals to district, school, department or classroom improvement; 3. Individual/specific goal(s); 4. Intended outcomes; 5. Proposed activities; 6. Potential evidence; 7. Timelines, and 8. Resources.

Please refer to the following documents/websites when completing your Professional Development Plan:

1. Professional Development Standards for NJ Educators:
<https://www.nj.gov/education/profdev/standards/docs/teacherstandardsoverview.pdf>

2. New Jersey Professional Standards for Teachers and School Leaders:
<https://www.nj.gov/education/profdev/standards/>

Part I: Selecting a Professional Development Standard(s).
 Based on a self-assessment of the New Jersey Standards for Teachers and other sources, the following standard(s) has been selected as the focus of my Professional Development Plan (PDP):

Part II: District/School/Department/Classroom Linkages
 I will enhance my knowledge and skills, dispositions and performance relative to this standard(s) as it relates to district/school/department or classroom improvement needs in the following ways:

Part III: Specific Goals and Intended Outcomes
 The specific goals for my PDP and intended outcomes are:

| | |
|---|---|
| GOAL(S) (Choose 2 to 3 goals) | INTENDED OUTCOMES (List a minimum of one outcome for each goal) |
|---|---|

Part IV: My Plan - Guiding Questions: For the purpose of developing your Professional Development Plan (PDP) the following guiding questions are provided to assist you in the process.

- What am I going to do to achieve my goals?
- What are the initial steps to begin my plan?
- What activities should I plan to achieve each of my goals?
- What resources will I need?
- How will I make the time to do what I plan?
- What evidence will I collect to demonstrate fulfillment of my plan and achievement of my professional development goals?
- How will I organize my evidence?
- What are my timelines for professional development activities and outcomes (short and long-term)?

| | |
|---|---------------------------|
| <p>A. What is your rationale for selecting these goals? How are these goals connected to your teaching assignment?</p> | <p>Rationale:</p> |
| <p>B. Activities: I will engage in the following activities for the stated purposes: (Sample activities: workshops, conferences, PLCs, critical friends group, college courses, educational literature, peer coaching)</p> | <p>Activities:</p> |
| <p>C. Documentation: I will document my progress in enhancing my skills and knowledge, dispositions and performance with the following evidence and/or outcomes:</p> | <p>Evidence/Outcomes:</p> |
| <p>D. Timeline and Benchmarks: Implementation of my Professional Development Plan (PDP) will be in accordance with the following benchmarks.</p> | <p>Benchmarks:</p> |
| <p>E. Resources: The following resources may be used for the implementation of my Professional Development Plan (PDP).</p> | <p>List Resources:</p> |

Part V: Student Growth Objectives (SGOs)

Did you achieve your SGOs? Please explain.

Part VI: This Professional Development Plan was mutually developed and agreed upon by:

Signature of Teacher: _____ Date: _____

Signature of Administrator: _____ Date: _____

Title: _____

NOTE: Progress in regards to the PDP will be documented in the Summative Evaluation.

Board Approved October 16, 2013

THE 20-HOUR PER YEAR PROFESSIONAL DEVELOPMENT REQUIREMENT

On May 6, 1998, the New Jersey State Board of Education adopted a plan requiring all school personnel - tenured and non-tenured alike - who hold instructional licenses or educational services licenses (guidance counselors, nurses, school psychologists, etc.) to complete 100 hours of continuing education every five years, starting Sept. 1, 2000. This was amended and put into effect January 5, 2009. The requirement was amended again on May 5, 2014 to require 20 hours of professional development each school year July 1st - June 30th

What Counts

The Professional Teaching Standards Board has currently identified the following general categories of professional development:

1. Formal courses, offered on or off line, and conferences (including, but not limited to, workshops, seminars, institutes, and/or such programs) sponsored by colleges and universities, district boards of education, professional associations, training organizations or other entities approved through the local district plan process or as part of the provider registration system. Such activities shall accrue hour-for-hour for professional development credit.
2. Courses, seminars, or other activities which are required for maintenance of licenses or certificates issued by professional organizations or government entities (for example, social workers, and nurses). Such activities shall accrue hour-for-hour for professional development credit. In instances where the same course must be taken twice within the five-year period, please note that the hours will count only once toward fulfilling the professional development requirement.
3. The process of developing curriculum focused on the New Student Learning Standards, including, but not limited to, research, writing, and revision. Such activities shall accrue hour for hour for professional development credit.
4. Activities that support and/or enhance the profession including, but not limited to, grant writing, mentoring a pre-service teacher or a novice teacher, professional service on boards or committees, and teaching a course or workshop.

The following provides the number of hours that can be accrued in various activities that serve the profession:

- a. The total number of hours for service on boards/committees will not exceed ten (10) hours per year of professional development credit, provided that such service is identified in the PDP with the specific goals of the experience outlined therein.
- b. A mentor will accrue one hour of professional development credit for each week of supervision. An educator who works with a pre-service teacher or a team of pre-service teachers in a junior practicum will earn three professional development hours per semester.**

- c. In addition to the actual clock hours spent in delivery of the first presentation, presenters or teachers of courses or workshops will accrue professional development hours on the basis of two hours of preparation time for every hour of delivery time. The teaching or presenting of the same or a similar course or workshop will count only once in a five-year cycle.
5. Irvington Public Schools will also count the following in the 20-Hour Requirement:
 1. District In-Service Days
 2. Staff Turnkey Sessions (to be granted only if the turnkey is a minimum of one hour and no time will be granted for preparation)
 3. Saturday Workshops
 4. Summer Workshops
 5. After School Workshops
 6. Faculty Meetings (the topics listed on the agenda must be aligned to the goals of the PDP)
 7. Common Planning Meetings (the topics listed on the agenda must be aligned to the goals of the PDP)
 8. Committees that have an instructional focus and meet after school hours or meet during the day and does not include a stipend.

Special Situations

1. Participation on independent professional studies such as action research, study groups, sabbaticals, fellowships, internships, teacher exchanges, textbook review, portfolio development, online workshops or programs, and/or contributions to professional literature, will be considered if the following is met:
 - (a) Discuss the projected number of hours which will accrue in the study with your immediate supervisor and
 - (b) Maintain a log of actual hours completed.
2. Courses, seminars, or other activities required for maintenance of licenses or certificates (ex: social worker, school nurse) issued by professional organizations or government entities count hour-for-hour. You may count these hours only once during the five-year period.

FREQUENTLY ASKED QUESTIONS

What is a mentor?

A mentor is an experienced teacher who provides guidance and support for beginning teachers and professionals or teachers who are new to the district.

What are the qualifications of mentors and who selects them?

Mentors are highly effective teachers who have been selected to work with beginning teachers by their building administrators and have had some training in mentoring.

What can I expect from my mentor?

A mentor can provide a variety of services, depending on the needs of the new teachers. Beginning teachers/new professionals are strongly encouraged to ask a lot of questions, share concerns and problems and seek assistance. Mentors want to help in the most appropriate way, so your questions are important.

Will my mentor evaluate me?

No. All teachers are evaluated by building administrators or District administrators. The role of the mentor is to provide a supporting relationship of trust. Confidentiality can be assumed and is essential for the success of the program.

What are the components of the Irvington Public Schools Mentoring Program?

The new teacher induction meetings, mentoring component, and orientation (2 days) are required for all novice teachers. Teachers new to the district who have had previous teaching experience are required to participate in the orientation component and the new teacher induction meetings. An informal mentor may be provided for the experienced teacher to provide the necessary support throughout the school year.

Who do I contact if I have a problem?

If you have a problem with your mentor or have questions concerning the mentoring program, you can contact your building principal.

Irvington Public Schools

District Goals

2024-2025



I. Mission Statement

Irvington Public Schools inspires and instructs all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.

II. Core Beliefs

- Each student is entitled to a quality education that the entire community of invested stakeholders value, support, and enlarge by collaborating with one another.
- Teacher quality is vital to engaging students in relevant, authentic tasks and improving student achievement.
- Each student possesses the ability to achieve his or her potential in any learning environment when the adults provide the most appropriate supports for success.
- The educational environment must be safe, respectful, and guided by skilled administrators who focus on advancing teacher effectiveness and student achievement.
- Parents and guardians are essential partners in providing students with a high quality education.

III. Purpose

District goals are established to ensure that a plan of action is created, monitored, and successfully implemented to fulfill our mission to provide all students with a quality educational experience that prepares them to be productive members of our ever-changing, global society.

Each year, the Irvington Board of Education develops goals that govern various initiatives, community outreach, and student academic performance outcomes. Annual goals are approved by resolution and serve to provide the Superintendent of Schools with focused priorities. The Superintendent is responsible for demonstrating progress toward achieving the goals.

All staff members of the Irvington Public Schools will work collaboratively to ensure that our students are presented with a rigorous instructional program. Our curricula will be aligned with the New Jersey Student Learning Standards. In addition, we will provide resources and materials of high interest from diverse perspectives to serve our student population. Classroom instruction will consist of relevant learning tasks for students that expand their critical thinking skills in order to solve complex, real-life problems.

IV. Roles

The Board has a responsibility to ensure that the District's goals reflect community values, to establish the necessary policies to achieve the goals, and to communicate with the community about the goals and progress toward them.

The Superintendent is responsible for progress toward the goals, through the management of all staff to achieve clearly stated milestones on an annual basis.

V. District Goals

Equity

Goal 1: Ensure all students have equitable access to high-quality education by identifying and addressing systemic barriers.

Objectives:

- Provide ongoing professional development on equity and cultural competence for educators.
- Implement programs to close achievement gaps across various student demographics.
- Ensure equitable access to advanced courses, extracurricular activities, and STEAM programs.

STEAM Integration

Goal 2: Equip students with the skills and knowledge needed for future careers through a dynamic STEAM curriculum.

Objectives:

- Integrate STEAM across all grade levels with a focus on interdisciplinary learning.
- Partner with local businesses, colleges, and universities to offer real-world STEAM experiences.
- Increase participation of underrepresented groups in STEAM fields by providing mentorship and resources.

Support for Multilingual Learners (ML)**

Goal 3: Enhance academic success for multilingual learners by providing tailored support and fostering an inclusive learning environment.

Objectives:

- Implement best practices in language acquisition across all subjects.
- Expand access to bilingual and dual-language programs.
- Engage multilingual families through multilingual communication and culturally responsive outreach.

Support for Special Needs Students

Goal 4: Create an inclusive and supportive educational environment that meets the diverse needs of students with special needs.

Objectives:

- Ensure all Individualized Education Plans (IEPs) are effectively implemented and monitored.
- Provide access to specialized services, assistive technology, and therapeutic support.
- Foster an inclusive school culture through professional development and peer education programs.

Family Engagement

Goal 5: Strengthen the partnership between families and schools to support student learning.

Objectives:

- Develop accessible, multilingual communication channels for families.
- Offer workshops that empower families to support their children's education.
- Create family advisory councils to ensure that family voices are integrated into district decision-making processes.

Community Service

Goal 6: Instill a sense of civic responsibility and community engagement in students through meaningful community service initiatives.

Objectives:

- Integrate community service into the curriculum across all grade levels, with connections to STEAM, equity, and social justice.
- Partner with local organizations to provide service opportunities that are relevant and impactful.
- Encourage students to develop their own community service projects that address local needs and challenges.
- Recognize and celebrate student achievements in community service through awards, showcases, and public acknowledgment.

APPENDIX

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COLLABORATIVE ASSESSMENT LOG

Name: _____

Mentor: _____

Grade Level/Subject Area: _____

School: _____ Date: _____

Check all that apply:

- Connecting with content standards
- Planning a lesson
- Connecting with professional goals
- Problem solving
- Developing/reviewing professional goals
- Classroom observations
- Analyzing student work
- Reflecting
- Communicating with parents
- Using technology
- Modeling a lesson
- Providing resources

What's Working:

Current Focus---Challenges---Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

CLASSROOM VISITATION PROTOCOL

Teacher: _____ Date: _____

Lesson: _____

Starting Time: _____ Ending Time: _____

Standards (NJSL): _____

Lesson Objectives/Purposes: _____

Subject/Grade Level: _____

Elements of Lesson Design

Anticipatory Set: _____

Objective(s) and Purpose: _____

Direct Instruction: _____

Modeling: _____

Checking for Understanding: _____

Guided Practice: _____

Small Group Instruction: _____

Independent Practice: _____

Type of Instruction:

Preparation

Adaptation of Content

Links to Background

Links to Past Learning

Strategies Incorporated

Scaffolding

Modeling

Guided Practice

Independent Practice

Grouping Options

Whole Class

Small Groups

Partners

Independent

Integration of Process

Application

Assessment

Reading

Hands-on

Individual

Writing

Meaningful

Group

Speaking

Linked to Objectives

Written

Listening

Promotes Engagement

Oral

Technology Used: _____

Notes:

Next Steps:

Adapted from the NJDOE Mentoring Manual

NOVICE TEACHER SELF-ASSESSMENT INVENTORY

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources, and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Information and Policy and Procedures

Teacher evaluation system
Paperwork and deadlines
Expectations of the principal
Expectations of my colleagues
Communicating with parents
Standardized tests
Student Information System

Accessing Resources

Organizing/setting up my classroom
Accessing instructional materials and resources
Working with special services
Arranging field trips
Ordering material
Using the library and media resources

Working with Students

Establishing classroom routines
Motivating reluctant learners
Maintaining student discipline
Assessing students needs
Differentiating instruction
Implementing the curriculum
Evaluating student progress

Managing Time

Organization my day/week
Lesson planning
Following the daily/weekly schedule
Attending meetings
Opportunity for professional development
Maintaining personal/professional balance
Other areas I'd like to address:

NOVICE TEACHER PROGRAM EVALUATION

We would like to gather some information from you that will help us improve our mentoring program. Responses of novice teachers and mentors will be shared with you in the form of aggregated data.

Please read each question carefully. Respond by checking “yes” or “no” or by writing your answer in the space provided. Place your completed questionnaire in your folder.

1. If you were going to mentor a novice teacher, what would you do to build a trusting, professional relationship with him/her? _____

2. Did you and your mentor find time to meet? ___yes ___no
If yes, how did you manage this? _____

3. In a typical week, how many times did you meet with your mentor? _____ times

4. Did you meet at (please check all that apply):
_____ a specified time _____ as needed
_____ other (please specify):

5. How many times did you observe your mentor in a typical month? _____ times

6. How many times did you observe other faculty members teaching in a typical month? _____ times

7. How many times did your mentor observe you in a typical month? _____ times

8. Did you discuss these observations? ___ yes ___ no If yes, how did you find the time?

Open-ended Questions

1. The biggest challenge that I had this year was ...

2. During the first year, I wish I had known ...

3. One problem that I could not handle was ...

4. One benefit of having a mentor was ...

5. The most important thing I learned from my mentor was ...

6. If I was a mentor and I had a novice teacher I would be sure to ...

7. If I were to design a mentor training program, I would emphasize ...

Thank you for your assistance.

MENTOR TEACHER PROGRAM EVALUATION

We would like to gather some information from you that will help us improve our mentoring program. Responses of novice teachers and mentors will be shared with you in the form of aggregated data.

Please read each question carefully. Respond by checking “yes” or “no” or by writing your answer in the space provided. Place your completed questionnaire in your folder.

My Role as a Mentor and the Support Received from Others

1. How many years have you been a mentor? ___ years
2. What individuals, activities, or readings were most helpful in enabling you to understand your role as a mentor?
 - Individuals: _____
 - Activities: _____
 - Readings: _____
3. What other activities did/might assist you in gaining this understanding:

4. What kinds of administrative support were most valuable in helping you to fulfill your role?

5. Which types of administrative support were not as valuable?

6. How many times did you observe your novice teacher? ___ times
7. How many times did your novice teacher observe you in a typical month? ___ time
8. To your knowledge, how many times did your novice teacher observe other faculty members teaching in a typical month? ___ times

MENTOR TEACHER PROGRAM EVALUATION (CONT'D)

9. What other resources did you guide your novice teacher to use?

10. Please describe any strategies you employed to find time to meet with your novice teacher.

11. Please describe any strategies you believe the district should employ to facilitate time for mentor and novice teachers to meet.

12. Please describe any strategies you use that were effective in building a collegial relationship with your novice teacher.

Open-ended Questions

13. One real benefit of being a mentor was ...

14. The biggest challenge that I had this year as a mentor was ...

15. As a mentor, I wish I had known ...

MENTOR TEACHER PROGRAM EVALUATION (CONT'D)

16. If I were to give advice to a new mentor, it would be ...

17. The most important thing I learned from my novice teacher was ...

18. One problem that my novice teacher had that I could not handle was ...

19. If I were to design a mentor training program, I would emphasize ...

Thank you for your assistance.

DEFINITION OF TERMS

Alternate Route (CE) – an alternate certification process that permits qualified individuals lacking education credentials to earn them in the public schools under a mentoring program and to become licensed teachers. It allows talented people to enter teaching after they have worked in other careers.

Certificate of Eligibility (CE) – issued by the DOE to those who have not completed a state approved college/university teacher training program including student teaching. Must show proof of minimum of a completed Bachelors Degree with a GPA of 2.75, a passing score on the appropriate Praxis II exam, and completion of the physiology and hygiene test.

Certificate of Eligibility with Advanced Standing (CEAS)– issued to all graduates of state-approved teacher education programs.

District Board of Education – provider of publicly-funded preschool, elementary, secondary, and adult high school education programs and responsible for approving the local mentoring plan and for reporting the results of ongoing mentor program evaluation.

E-mentoring – use of electronic communication to support relationships, learning, and networking opportunities for the mentor and the novice teacher.

Formative Assessment between Mentor and Novice Teacher – a collaborative, confidential process between a mentor and novice teacher focusing on the New Jersey Professional Standards for Teachers and used to accelerate competency in classroom instruction that will enhance student learning.

Formative Evaluation – a formal evaluation procedure conducted at 10 weeks and 20 weeks by a certified administrator during the provisional year, which must be submitted to the Provisional Teacher Program in the Department of Education.

Induction – transition into the teaching profession, which includes mentoring for the novice teacher as well as training and support for the mentors.

Induction Partners – a veteran teacher and novice teacher who are paired by the principal in order to provide assistance and guidance to the new teacher.

Job-embedded Professional Development – professional development that is rooted in the context of an educator’s daily job and that evolved from the specific roles and responsibilities of that educator. Job-embedded opportunities take place within the context of a teacher’s regular job responsibilities.

These opportunities occur as colleagues work together and reflect on research, evaluate current practice, share information, and develop strategies for change in classroom practice.

Local Mentoring Plan – a plan developed by the LPDC that specifies the mentoring program components aligned with the New Jersey Professional Standards for Teachers that will be implemented as the district’s mentoring program for novice teachers.

Local Professional Development Committee (LPDC) – the local committee established by the district board of education pursuant to *N.J.A.C. 6A:0-15.3(d)* assigned to plan and implement local district professional development programs, including the mentoring for a quality induction program.

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 the students; and experienced teacher who has been through a selection process based on competencies and has been trained in specific skills to provide support and guidance to a novice teacher.

Mentoring – an action, as part of the complex process of induction, where mentors provide ongoing support and guidance to novice teachers as they transition into the teaching profession.

Mentoring Support Team – a building team consisting of the principal, assistant principal/supervisor, and mentor teacher who will guide the new teacher in the first year.

Novice Teacher – any full-time or part-time teacher who has not completed one year of full-time under a standard state teaching certificate.

Professional Development Committee – the local committee established by the Irvington Board of Education and The Irvington Education Association to plan and implement local district professional development programs.

Professional Standards for Teachers – the knowledge, skills, and dispositions that all new teachers must acquire and describes what all teachers should know and be able to do.

Provisional License – issued by the Department of Provisional Licensing of the NJDOE to those who hold a CE or CEAS and have been hired by a school district under a lead teaching contract. This license is good for 2 years. The license is paid for when you apply for the CE.

*** The employing school district is responsible for registering you as a Provisional Teacher and sending documentation for the Provisional License.

Provisional Teacher holding a Certificate of Eligibility with Advanced Standing – a new teacher who has completed a state approved college teacher training program and has been hired to work within the classroom.

Provisional Teacher holding a Certificate of Eligibility (Alternate Route)- a new teacher who has not completed a state approved college teacher training program and who must undergo formal instruction that consists of approximately 200 clock hours of study in essential areas of professional knowledge and skills at a district-operated or state-operated training center.

Special Education Teacher – a fully certified new teacher who has a special education certification and will be mentored under the new state program.

Standard License – this is a permanent credential that allows the holder to serve without condition in all New Jersey Public Schools. It signifies successful completion of Provisional Teacher Program requirements.

Summative Evaluation – a formal evaluation procedure conducted at 30 weeks by a certified administrator during the provisional year, which must be submitted to the Provisional Teacher Program in the Department of Education.

Traditional Route (CEAS) – approved collegiate teacher preparation program.

RESOURCES

The Irvington Public School District will support the implementation of its Mentoring Plan with the following resources:

1. District Directors and Supervisors
2. Release time or substitute coverage for classroom visitations when applicable
3. Multiple training opportunities
 - After-school professional development workshops
 - Common Planning Periods
 - Full-day and half-day professional development opportunities
4. The New Jersey Mentoring Toolkit
5. Published resources through the Association of Supervision and Curriculum Development (ASCD)
6. Video resources through ASCD

FINDING SUPPORT FROM THE INTERNET

Teaching and Learning for the New (and not so new) Teachers

What to Expect Your First Year of Teaching

<https://www2.ed.gov/teachers/become/about/edpicks.jhtml>

Includes tips, resource, and strategies for dealing with the kids, veteran teachers, administrators, and more. U.S. Department of Education offers this free online book; compilation of award-winning first-year teachers', experiences, challenges, and successes. Includes tips on how to have a successful year, advice from veteran teachers, and discussion about the things for which no training could have prepared new teacher.

Middle Web First Days of Middle School

<https://www.middleweb.com/38476/how-can-we-improve-on-the-first-days-of-school/>

Lots of good discussions, postings, and links. Primarily for middle school, but good advice for anyone.

Teacher Network.Org New Teacher Network

<http://teachersnetwork.org/ntol>

Tips and tricks, and lots of advice

Beginning Teachers

<http://www.teachers.net/>

TONS of resources and links. Beginning teachers will definitely want to check out the "Mentor Support Center," which brings together educators in category-specific chats such as the chat board specifically for beginning teachers; website also includes lesson plans, live meetings, a bookshelf with a list of useful resources, and a newsletter.

Specific Subject Area Links

National Council of Teachers of Mathematics

<http://www.nctm.org>

Elementary, Middle and Secondary resources, lessons and activities, research, links, etc.

Eisenhower National Clearinghouse for Mathematics & Science

<http://www.enc.org/>

What it says ... Lots of ideas, lessons, links research and more.

Math Forum Teachers' Place

<http://www.forum.swarthmore.edu/teachers>

Math-focused lesson plans

National Science Teachers Association

<http://www.nsta.org>

Elementary, Middle, Secondary and College resources, lessons and activities, research, links, and more.

National Council of Teachers of English

<http://www.ncte.org>

Elementary, Middle and Secondary resources, lessons and activities, research, links, & more.

National Council for Social Studies

<http://www.ncss.org/>

Elementary, Middle and Secondary resources, lessons and activities, research, links, & more.

REFERENCES

Berry, B., Hopkins, P., and Hoke, M. "Assessing and supporting new teachers: Lessons from the southeast." 2002 December. <https://files.eric.ed.gov/fulltext/ED474183.pdf>

Dumont School District Mentoring Manual, Dumont, New Jersey.

Holloway, J. "the benefits of mentoring." Educational Leadership, v58 n8 p85-86. May 2001.

Israel, M. "Teachers observing teachers: A professional development tool for every school. Education World 2003

Kortman, S. & . Honaker. Best: The Beginning Teacher Experience. Dubuque, IA:Kendall/Hunt Publishing Co., 2002.

Learning Skills Council. "Mentoring Towards Excellence." 10/2001, p.114.

Michigan Department of Education office of School Improvement. "Mentoring New Teachers," p.12.

Montclair School District, New Jersey. "Mentoring Handbook: Designed for Induction Year Teachers and Mentors," p.9.

New Jersey Department of Education, Mentoring Task Force, 2005

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development.

N.J.A.C.6A:9-8.4(d)

N.J.A.C.6A:9-3/3 New Jersey Professional Standards for Teachers.

<https://www.nj.gov/education/profdev/standards/>

<https://www.nj.gov/education/profdev/standards/docs/teacherstandardsoverview.pdf>

NJEA's PD Points, September 2006

Richardson, Joan "Learning Teams: When Teachers Work Together, Knowledge and Rapport Grow." Tools for Schools. National Staff Development Council, August/September 2001.

END OF THE PROGRAM SUBMISSION OF DOCUMENTS

The Mentors and Mentee must submit a folder to the building principal which contains the following information:

- Mentor Irvington Board Education Mentor Training Certificate
- Mentoring Log
- Novice Teachers Program Evaluation
- Mentor Teacher Program Evaluation
- Mentor Code of Ethics
- Mentor/Mentee Contract

Certificate of Eligibility has a mentor fee of \$1,000.00

Certificate of Eligibility with Advanced Standing has a mentor fee of \$550.00

**NEW TEACHER MENTOR PAYROLL
DEDUCTION AUTHORIZATION FORM**

Employee Name: _____

SSN: _____

Deduction Effective Date: _____

(To be completed by Payroll)

CE – Certificate of Eligibility

\$1,000.00

MENTOR FEE AMOUNT \$1,000.00

Semi-monthly deductions will be based on _____ payments (pending the timely submission of this form).

I authorize the Irvington Board of Education to initiate payroll deductions on my behalf. The deduction will be paid to my mentor _____.

Date Mentor Assigned

Employee Signature: _____ **Date:** _____

Return to Saphira Cooper, Human Resources.

Revised 9/11/25

NEW STAFF INDUCTION MEETINGS

New Staff Training Academy

Irvington Public Schools

2024-2025 New Teacher Meetings

Dates

Topics

| | |
|--------------------|--|
| September 18, 2024 | Utilizing Technology as a Support for Instruction and Management |
| October 16, 2024 | Danielson Training Domains 1 and 4 |
| November 20, 2024 | Danielson Training Domains 2 and 3 |
| December 18, 2024 | Student Engagement |
| January 15, 2025 | Higher Order Questions |
| February 19, 2025 | Working with the ELL Population |
| March 19, 2025 | Reading and Writing for Understanding |
| April 23, 2025 | Managing the Inclusive Classroom |
| May 21, 2025 | Measurable and Targeted Feedback on Student Work |
| June 11, 2025 | Using Data to Inform Instruction (Small Group) |

Mark your Calendar

The New Staff Meetings are required for all certified staff new to the District. All meetings will be held either virtually or in-person at the University Elementary School Cafeteria, from 3:00 pm-5:00 pm, unless otherwise noted. Please be prompt for all meetings.

2025-2026 District Mentors

| <u>Mentor's Name</u> | <u>Expiration</u> |
|---|--------------------------|
| 1. Jessica Bernath – Irvington High School | June 30, 2028 |
| 2. Johanna Cedillo – Irvington High School | June 30, 2027 |
| 3. Gisha George – Irvington High School | June 30, 2026 |
| 4. Calvin Harte – Irvington High School | June 30, 2026 |
| 5. Gene Harris – Irvington High School | June 30, 2027 |
| 6. Eric Hayslett – Irvington High School | June 30, 2031 |
| 7. Dajhia Ingram-Maddox – Irvington High School | June 30, 2026 |
| 8. Robert Johnson – Irvington High School | June 30, 2031 |
| 9. Keith Kowalski – Irvington High School | June 30, 2026 |
| 10. Renell Mayel-Deronet – Irvington High School | June 30, 2026 |
| 11. Latasha McMillan – Irvington High School | June 30, 2026 |
| 12. Kirstin Smith – Irvington High School | June 30, 2026 |
| 13. Karrie Briggs – Union Avenue Middle School | June 30, 2027 |
| 14. Yiashira Cosme – Union Avenue Middle School | June 30, 2030 |
| 15. Elam Fahmy – Union Avenue Middle School | June 30, 2028 |
| 16. Lance Hilfman – Union Avenue Middle School | June 30, 2031 |
| 17. Janneth Pasquale – Union Avenue Middle School | June 30, 2028 |
| 18. Melissa Ann Diop – University Middle School | June 30, 2029 |
| 19. Catherine Clitus – University Middle School | June 30, 2030 |

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| 20. Sheila Labbe-Louis – University Middle School | June 30, 2030 |
| 21. Dr. Saidu Sharafdeen – University Middle School | June 30, 2028 |
| 22. Farah Delpêche – Augusta Pre-School Academy | June 30, 2030 |
| 23. Yvonne Evans – Augusta Pre-School Academy | June 30, 2028 |
| 24. Angela Jaye-Oriaghi – Augusta Pre-School Academy | June 30, 2030 |
| 25. Steven McCaster – Augusta Pre-School Academy | June 30, 2030 |
| 26. Lauren McGhee – Augusta Preschool Academy | June 30, 2027 |
| 27. Regina Stephens-Blair – Augusta Preschool Academy | June 30, 2028 |
| 28. Sheerah Bembry – Berkeley Terrace Elementary School | June 30, 2030 |
| 29. Gabriela Carvalho – Berkeley Terrace Elementary School | June 30, 2029 |
| 30. Dr. Avadale Khani – Berkeley Elementary Terrace School | June 30, 2030 |
| 31. Andrea Montano – Berkeley Elementary Terrace School | June 30, 2029 |
| 32. Yojana Neygandhi-Gray – Berkeley Elementary Terrace School | June 30, 2026 |
| 33. Amanda Osterman – Berkeley Terrace Elementary School | June 30, 2029 |
| 34. Ava Swaby-McMorris – Berkeley Terrace Elementary School | June 30, 2028 |
| 35. Jasmine Webster – Berkeley Terrace Elementary School | June 30, 2030 |
| 36. Alicia Byrne – Chancellor Avenue Elementary School | June 30, 2029 |
| 37. Marielle Ojentis – Chancellor Avenue Elementary School | June 30, 2030 |
| 38. Daryl Perkins – Chancellor Avenue Elementary School | June 30, 2026 |
| 39. Brittany Sumter – Chancellor Avenue Elementary School | June 30, 2027 |
| 40. Paula Cappel – Florence Avenue Elementary School | June 30, 2026 |
| 41. Nadia Gaspard-Toussaint – Florence Avenue Elementary School | June 30, 2027 |
| 42. Julie Hamberlin – Florence Avenue Elementary School | June 30, 2030 |

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| 43. Linda Johnson-Battle – Florence Avenue Elementary School | June 30, 2027 |
| 44. Sarah Laryea – Florence Avenue Elementary School | June 30, 2028 |
| 45. Karen Lewis – Florence Avenue Elementary School | June 30, 2026 |
| 46. Marquiessa Lewis – Madison Avenue Elementary School | June 30, 2030 |
| 47. Leonor Madrigal – Florence Avenue Elementary School | June 30, 2030 |
| 48. Samara Stokes – Florence Avenue Elementary School | June 30, 2030 |
| 49. Fayette Weatherington – Florence Avenue Elementary School | June 30, 2027 |
| 50. Danielle Bartlett – Grove Street Elementary School | June 30, 2029 |
| 51. Tonya Bradshaw – Grove Street Elementary School | June 30, 2030 |
| 52. Kerilynn Lowenstein – Grove Street Elementary School | June 30, 2026 |
| 53. Kimberly Nunez – Grove Street Elementary School | June 30, 2030 |
| 54. Marlene Seraphin – Grove Street Elementary School | June 30, 2030 |
| 55. Sheila Teal-Johnson – Grove Street Elementary School | June 30, 2029 |
| 56. Mary-Beth Westergard – Grove Street Elementary School | June 30, 2029 |
| 57. Ayesha Davis – Madison Avenue Elementary School | June 30, 2030 |
| 58. Paul Nickarson – Madison Avenue Elementary School | June 30, 2030 |
| 59. Yolette Pompilus – Madison Avenue Elementary School | June 30, 2030 |
| 60. Regina Sanders – Madison Avenue Elementary School | June 30, 2029 |
| 61. Mia Appling – Mount Vernon Avenue Elementary School | June 30, 2029 |
| 62. Janet Clark – Mount Vernon Avenue Elementary School | June 30, 2030 |
| 63. Iman Haddia – Mount Vernon Avenue Elementary School | June 30, 2027 |
| 64. Rose Magny – Mount Vernon Avenue Elementary School | June 30, 2029 |
| 65. Regine Sauveur – Mount Vernon Avenue Elementary School | June 30, 2027 |

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| 66. Jerry Austin – Thurgood Marshall Elementary School | June 30, 2028 |
| 67. Ophelia Chiles – Thurgood Marshall Elementary School | June 30, 2028 |
| 68. Jamila Jackson –Thurgood Marshall Elementary School | June 30, 2026 |
| 69. Nijah Jihad – Thurgood Marshall Elementary School | June 30, 2029 |
| 70. Roxanne Pinnock – Thurgood Marshall Elementary School | June 30, 2029 |
| 71. Samuel Rajigadoo – Thurgood Marshall Elementary School | June 30, 2027 |
| 72. Christine Fontaine – University Elementary School | June 30, 2029 |
| 73. Giovanina Gianfrancesco – University Elementary School | June 30, 2029 |
| 74. Kristin Grabowski – University Elementary School | June 30, 2027 |
| 75. Suzanne Trainor – University Elementary School | June 30, 2030 |
| 76. Dolly Cadeau-Cobb – Office of Early Childhood Department | June 30, 2030 |
| 77. Tracey Chiagoro – Office of Early Childhood Department | June 30, 2028 |
| 78. Tamar Antoine – Office of Early Childhood Department | June 30, 2030 |
| 79. Veronica Murillo – Office of Early Childhood Department | June 30, 2027 |
| 80. Chauntwanette Okaney – Office of Early Childhood Department | June 30, 2030 |
| 81. Dr. Donna Beck – Media Services/Technology Department | June 30, 2029 |
| 82. Eric Watkins – Visual and Performing Arts Department | June 30, 2029 |
| 83. - | |