

R 3126 **INDUCTION PROGRAM FOR PROVISIONAL TEACHERS**

**DISTRICT MENTORING PROGRAM**

The Board of Education is authorized to employ a holder of a certificate of eligibility (CE) or certificate of eligibility with advanced standing (CEAS) after its mentoring plan has been approved pursuant to N.J.A.C. ~~6A:9-8.4~~ **6A:9C-5.1**.

A. Definitions **N.J.A.C. 6A:9-2.1**

1. “Certificate of Eligibility or CE” means a credential with lifetime validity issued to persons who have completed degree, academic study, and applicable test requirements for certification. The CE permits the applicant to seek and accept employment **corresponding** in positions requiring certification.
2. “Certificate of Eligibility with Advanced Standing or (CEAS) means a ~~credential~~ **corresponding** with a lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and ~~traditional professional~~ **CEAS educator** preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.
3. **“District mentoring program” means a program of induction and support for non-tenured teachers, including novice provisional teachers and experienced teachers new to a school district, designed to develop them into effective professionals within the school district.**
4. **“Endorsement” means an authorization allowing a certificated holder to teach one or more specific subject area(s) or to serve in one or more specific teaching staff role(s)**
- 3 5. “Mentor teacher” means a New Jersey certified experienced teacher who is assigned to provide support and guidance to a novice teacher.
46. “Novice teacher” means any ~~full-time or part-time~~ teacher **servicing full-or part-time under a provisional certificate** who has not yet been issued a **standard for instructional certificate in any endorsement area** completed one year of full-time teaching under a valid State teaching certificate.



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5. ~~“Professional Development Committee” means the local district committee established by the Board of Education pursuant to N.J.A.C. 6A:9-15.3(d) to plan and implement local district professional development programs.~~

67. “Professional Standards for Teachers” means the knowledge, skills, and dispositions that all new teachers must acquire and ~~describes what all teachers should know and be able to do~~ **to practice as a teacher in accordance with N.J.A.C. 6A9-3.3.**

8. **“Provisional teaching period” means a minimum of two years of full-time teaching under the provisional certificate required of all novice teacher before they are eligible to be recommended for a standard certificate.**

#### B. ~~State Approved District Training Program~~

1. ~~The State approved district training program shall provide essential knowledge and skills through the following training:~~

a. ~~On going mentoring of the provisional teacher shall take place over a period of thirty weeks or proportionally longer if the provisional teacher holds a part time teaching position in accordance with the district’s mentor plan pursuant to N.J.A.C. 6A:9-8.4 and in accordance with the Professional Standards for Teachers.~~

b. ~~The Building Principal or an appropriately certified school administrative designee shall observe and formally evaluate the provisional teacher in accordance with N.J.A.C. 6A:9-8.6 and 8.7.~~

c. ~~Except for d. and e. below, a minimum of two hundred hours of formal instruction in professional education aligned with the Professional Standards for Teachers shall be completed by the provisional teacher concurrently with the requirements of a. and b. above. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-8.1(e).~~



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d. For provisional teachers who are holders of a career and technical education CE, a minimum of two hundred hours of formal instruction in a State approved career and technical education professional education program that is aligned with the Professional Standards for Teachers and that includes the essential knowledge and skills regarding the delivery of career and technical education programs shall be completed concurrently with the requirements of a. and b. above. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-8.1(b). The effective date of this requirement shall be February 1, 2010.

e. For provisional teachers who are holders of an elementary school (Kindergarten through grade five) endorsement, a minimum of two hundred ninety hours of formal instruction over no more than two years in a State approved program of formal instruction that is aligned with the Professional Standards for Teachers shall be completed. This instruction must include in the first calendar year of a teacher's employment a minimum of forty five hours of study in the teaching of language arts/literacy at the Kindergarten through grade five level and a minimum of forty five hours of study in teaching mathematics at the Kindergarten through grade five level. The effective date of this requirement shall be October 31, 2009. Provisional teachers holding an elementary school (Kindergarten to grade five) certificate of eligibility may be exempted from completing forty five hours of study in the teaching of language arts/literacy at the Kindergarten through grade five level as well as from completing forty five hours of study in the teaching of language arts/literacy at the Kindergarten through grade five level if:

(1) For each area of study, they have completed forty five hours of study in that area within the three years prior to receiving their certificate of eligibility as documented by a New Jersey Department of Education approved alternate route regional training center or through equivalent coursework on the transcript of a regionally accredited four year college or university; or



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(2) For each area of study, they document the equivalent of at least one year of successful experience as a full time teacher during which the subject area is regularly taught, among the other subjects for which a Kindergarten through grade five teacher would be responsible. This experience must take place within the three years prior to receiving their certificate of eligibility and documented by submitting a completed, original form provided by the Department of Education.

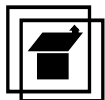
2. Districts or consortia of districts, in conjunction with a college or university, shall provide formal instruction to the provisional teachers they employ pursuant to B.1.d. above. The district or consortium shall submit a written plan for the department's approval. In the event that joint sponsorship with a college or university cannot be achieved, the department may authorize the district or consortium to provide the formal instruction independently or in joint sponsorship with a non collegiate entity. The district or consortium's written plan shall include documentation of its efforts to secure college or university participation.

3. Districts unable to provide formal instruction to provisional teachers in their employ shall provide access to formal instruction through a network of department authorized providers.

C. Requirements for **Local Mentor Plan** **District Mentoring Program**

1. A "novice teacher" means any full time or part time teacher who has not completed one year of full time teaching under a valid State teaching certificate. All novice teachers are required to participate in a mentoring program that takes place over a period of thirty weeks for provisional teachers holding a CEAS and thirty four weeks for provisional teachers holding a CE.

Provisional teachers shall participate for a proportionally longer period of time if in a part time teaching position. The mentoring program shall be implemented by the mentor teacher, supervised by the school Principal, and conducted within the parameters of a school district's local mentor plan and the requirements of N.J.A.C. 6A:9 8.3.



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- a. In the event that no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional year of teaching in order to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year.
- b. All novice teachers whose positions require possession of instructional certificates in accordance with N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9-5.1(a) shall comply with the requirements of the district's mentoring plan.
2. Novice teachers in positions requiring the possession of instructional certificates shall comply with the provisions of N.J.A.C. 6A:9-8 and shall ensure the following:
  - a. The rigorous mentoring shall be provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance to novice teachers in accordance with the Professional Standards for Teachers;
  - b. That each novice teacher is assigned a mentor at the beginning of the contracted teaching assignment;
  - c. That the district's mentor plan includes in-person contact between the mentor teacher and the novice teacher over the course of thirty weeks or proportionally longer if the novice teacher holds a part-time teaching assignment;
  - d. That the local Professional Development Committee established pursuant to N.J.A.C. 6A:9-15.3(d) develops the district's mentor plan; and
  - e. That the Board of Education shall report annually the implementation of the district's mentor plan as required by the Department of Education.
3. The district's Professional Development Committee shall ensure the development of a district mentor plan as follows:



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a. The district's Professional Development Committee shall develop a district mentor plan that includes:

(1) Goals that at a minimum enhance teacher knowledge of and strategies related to the CCCS in order to facilitate pupil achievement; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist novice teachers in the performance of their duties and adjustment to the challenges of teaching;

(2) An application process for selecting mentor teachers;

(3) Criteria for mentor teacher selection;

(4) Provisions for comprehensive mentor training;

(5) Identification of mentor teacher responsibilities;

(6) Logistics for mentor plan implementation;

(7) Consideration of collaborative arrangements with colleges and universities;

(8) Provisions for the use of State funds; and

(9) An addendum with criteria and guidelines for the twenty-day clinical experience pursuant to N.J.A.C. 6A:9-8.3(b)1.

b. The Professional Development Committee shall submit the district's mentor plan to the Board of Education for initial approval.

c. The Professional Development Committee shall submit the addendum for the twenty-day clinical experience pursuant to N.J.A.C. 6A:9-8.3(b)1 to the Board of Education for initial approval and to the Executive County Superintendent for final approval.



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d. After the mentor plan is reviewed, the Board shall submit the plan to the Executive County Superintendent for final review and approval. The Executive County Superintendent shall notify the Department of plan approval.

e. Every three years, the district's mentor plan shall be revised and re-submitted to the Executive County Superintendent based on program evaluation.

4. The Board of Education shall be responsible for the implementation of the district's mentor plan through the following:

a. The plan shall provide criteria for selection of mentor teachers. At a minimum, the criteria shall include the following:

(1) The Board may select a certified teacher with at least three years of experience who is actively teaching in the district to serve as a mentor teacher;

(2) The mentor teacher applicant is committed to the goals of the local mentor plan;

(3) The mentor teacher applicant has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship;

(4) The mentor teacher applicant has demonstrated exemplary command of content area knowledge and of pedagogy;

(5) The mentor teacher applicant is experienced and certified in the subject area in which the novice teacher is teaching, where possible;

(6) The mentor teacher applicant is knowledgeable about the social and workplace norms of the school district and the community the Board of Education serves;

(7) The mentor teacher applicant is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher;



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~~(8) The mentor teacher applicant provides letters of recommendation as determined by the district mentor plan from those who are familiar with the mentor teacher applicant's work; and~~

~~(9) The mentor teacher applicant agrees to complete a comprehensive mentor training program~~

1. The district shall develop a mentoring program to provide non-tenured teachers, including novice provisional teachers who hold a CE or CEAS, with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs and to help them become effective professionals.
2. The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the Core Curriculum Content Standards (CCCS) to facilitate student achievement and growth; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in performing their duties and adjusting to the challenges of teaching.
3. The Board of Education shall determine how each non-tenured teacher in his or her first year of employment shall be provided with the following supports:
  - a. Comprehensive induction to school district policies and procedures including, but not limited to, introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric, including setting and assessing student learning through student growth objectives;
  - b. Individualized supports and activities, which shall be assigned at the school district's discretion and shall be aligned with the Professional Standards for Teachers at N.J.A.C. 6A:9-3.3, the Standards for Professional Learning at N.J.A.C. 6A:9C-3.3, and the school district's Commissioner-approved teaching practice





instrument. The supports and activities shall be guided by:

- (1) The non-tenured teacher's degree of preparation and experience;
  - (2) The non-tenured teacher's individual professional development plan (PDP) developed within thirty instructional days of the beginning of the teaching assignment pursuant to N.J.A.C. 6A:9C-4.4(f);
  - (3) Areas of focus within the district mentoring plan; and
  - (4) Goals of the school and school district plans for professional development as described in N.J.A.C. 6A:9C-4.2.
- c. One-to-one mentoring, which is required for each novice provisional teacher as set forth in 4. below.
4. The district shall provide an individual mentor to work one-to-one with a novice provisional teacher and ensure:
- a. Each novice provisional teacher is assigned an individual mentor at the beginning of the contracted teaching assignment;
  - b. The mentor teacher provides observation and feedback, opportunities for the novice teacher to observe effective practice, and confidential guidance and support in accordance with the Professional Standards for Teachers, and guides the teacher in a self-assessment on the school district's Commissioner-approved teaching practice instrument;
  - c. The one-to-one mentoring includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS over the



course of the academic year, or proportionally longer if the novice provisional teacher holds a part-time teaching assignment;

d. The mentor teacher and the novice provisional teacher holding a CEAS meet at least once per week for the first four weeks of the teaching assignment;

e. The mentor teacher and the novice provisional teacher holding a CE meet at least once per week for the first eight weeks of the teaching assignment:

(1) The one-to-one mentoring shall support the novice provisional teacher in achieving the curricular objectives of the formal instructional program in which the novice provisional teacher holding a CE is enrolled.

f. All contact time between the mentor teacher and the novice provisional teacher shall be recorded in a log, developed as part of the district mentoring plan, submitted to the Superintendent or designee, and maintained within the school district.

5. All novice provisional teachers whose positions require possession of instructional certificates pursuant to N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9B-5.1 shall comply with the district mentoring program requirements.

6. The district shall budget State funds appropriated for the novice teacher mentoring program.

a. Subject to the availability of funds, the Department of Education shall appropriate State funds based on the number of novice teachers employed each year by the Board of Education.

b. The Board of Education shall ensure State funds appropriated for this program supplement, and not supplant, Federal, State, or local funds already devoted



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to planning and implementing a novice teacher mentor program.

c. The Board of Education shall ensure State funds are used for one or more of the following:

(1) Stipends for mentor teachers;

(2) The costs associated with release time;

(3) Substitutes for mentor and novice teachers; and

(4) Professional development and training activities related to the program.

d. If no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional period of teaching to obtain standard certification shall be responsible for payment of mentoring fees during the first provisional year. The Board may, at its discretion, pay all or part of the mentoring fees.

7. The school district's administrative office shall oversee the payment of mentors. Payment shall not be conferred directly from provisional novice teacher to mentor.

**C. Mentor requirements**

1. The Superintendent shall oversee the mentor selection process and ensure the individual mentor of a novice provisional teacher meets the following minimum requirements:

a. Holds an instructional certificate and, when possible, is certified in the subject area in which the novice provisional teacher is working;

b. Has at least three years of experience and has taught full-time for at least two years within the last five years;



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- c. Does not serve as the mentee's direct supervisor nor conduct evaluations of teachers;
  - d. Demonstrates a record of success in the classroom:
    - (1) Beginning academic year 2014-2015, all mentor teacher applicants shall have received a summative rating of effective or highly effective on the most recent summative evaluation, pursuant to N.J.A.C. 6A:10.
      - (a) A mentor teacher applicant in a school or school district not required pursuant to N.J.A.C. 6A:10-1 to issue summative evaluations shall demonstrate at least one year of effective teaching on his or her most recent evaluation as determined by his or her supervisor.
  - e. Understands the social and workplace norms of the school district and the community it serves;
  - f. Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and
  - g. Completes a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for Teachers, CCCS, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice.
- b. ~~Annually, the district shall submit a report on the effectiveness of the district's mentor plan to the Department of Education. The~~



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report, using data collected on a Department of Education developed form, shall include program impact on job satisfaction, adequacy of time and training, and recommended program changes and additions.

c. The district shall align the mentor plan with the Professional Standards for Teachers.

5. The Board of Education shall be responsible to budget any State funds appropriated for the novice teacher mentoring program.

a. Subject to the availability of funds, the department shall appropriate State funds based on the number of novice teachers employed each year in a given public school district.

b. The Board of Education shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State, or local funds already devoted to planning and implementing a novice teacher mentor program.

e. The Board of Education shall ensure that State funds shall be used for one or more of the following:

(1) Stipends for mentor teachers;

(2) The costs associated with release time;

(3) Substitutes for mentor teachers and novice teachers; and

(4) Professional development and training activities related to the program.

**D. District Mentoring Plan**

1. The Superintendent or designee shall develop a district mentoring plan as part of the school district's PDP pursuant to N.J.A.C. 6A:9C-4.4. The district mentoring plan shall include logistics for its implementation and describe the school district's responsibilities pursuant to N.J.A.C. 6A:9C-5.

a. The Superintendent shall submit the district mentoring plan to the Board of Education for review of its fiscal impact.



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- b. The Superintendent or designee shall share the district mentoring plan with each school improvement panel, which shall oversee the school-level implementation of the district mentoring plan and shall communicate the plan to all non-tenured teachers and their mentors.
- c. The Superintendent or designee annually shall review the plan and revise it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance.

**D. Evaluation of Provisional Teachers**

- 1. An appropriately certified Building Principal or administrative designee authorized to supervise instructional staff shall observe and evaluate the provisional teacher three times during the first year of mentoring for purposes of certification. All performance evaluations shall be aligned with the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3 and reported on State developed forms. Performance evaluations for career and technical education teachers shall also include career and technical education knowledge and skills.
  - a. The first formative evaluation shall be completed at the end of ten weeks, or proportionally longer if the teacher is part time, after the provisional teacher assumes full responsibility of a classroom.
  - b. The second formative evaluation shall be completed at the end of twenty weeks, or proportionally longer for part time teachers, after the provisional teacher assumes full responsibility of a classroom.
  - c. The final summative evaluation shall be completed at the end of thirty weeks, or proportionally longer for part time teachers, after the provisional teacher assumes full responsibility of a classroom. This final, summative evaluation shall be completed by the Building Principal who shall make one of three recommendations for certification pursuant to N.J.A.C. 6A:9-8.7(b).
- 2. Within fifteen days following each evaluation, the evaluator pursuant to a. above shall provide a copy of the evaluation to the provisional teacher.



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3. ~~Mentor teachers shall not assess or evaluate the performance of provisional teachers. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.~~

#### **E. Recommendation for Certification of Provisional Teachers**

1. ~~Within thirty days after the conclusion of the State approved district training program, the Building Principal shall submit the final evaluation directly to the Secretary of the New Jersey State Board of Examiners that shall contain a recommendation regarding standard certification for each provisional teacher.~~

2. ~~The final evaluation for each provisional teacher shall include one of the following recommendations:~~

a. ~~Approved: Recommends issuance of a standard certificate;~~

b. ~~Insufficient: Recommends that a standard certificate not be issued but that the candidate be permitted to seek entry on one more occasion into a State approved district training program. A second rating of "insufficient" shall be deemed a "disapproved" in accord with c. below; or~~

c. ~~Disapproved: Recommends that a standard certificate not be issued and that the candidate not be allowed to enter into another State approved district training program.~~

3. ~~Candidates who receive a recommendation of "disapproved" or two recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations pursuant to N.J.A.C. 6A:9-17.18.~~

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**1<sup>ST</sup> Reading 18 August 2016**

