

**NEW JERSEY DEPARTMENT OF EDUCATION  
STATEMENT OF ASSURANCE  
for the requirements of the  
DISTRICT PROFESSIONAL DEVELOPMENT PLAN  
and  
DISTRICT MENTORING PLAN**

Please complete and return this form to the County Office of Education by September 1, 2017 for the 2017-2018 school year.\*

DATE May 24, 2017 for SCHOOL YEAR 2017-2018

SCHOOL DISTRICT Atlantic City Public Schools

COUNTY Atlantic County

ADDRESS 1300 Atlantic Ave. Citi Center Bldg. 6<sup>th</sup>  
Floor

CITY/TOWN Atlantic City ZIP 08401

CHIEF SCHOOL ADMINISTRATOR Barry Caldwell

PHONE 609-343-7200

E-MAIL bcaldwell@acboe.org.

For my district, this Statement of Assurance covers (select one):

- ☒ **SECTIONS 1 and 2 - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN and MENTORING PLAN (required for all but nonpublic schools and a very small number of charter schools)**
- ☐ **SECTION 1 ONLY - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN (option only for charter schools that exclusively hire novice teachers under the Charter School Certificate of Eligibility)**
- ☐ **SECTION 2 ONLY – DISTRICT MENTORING PLAN (option only for nonpublic schools who enroll novice teachers into the Provisional Teaching Process)**

\*Nonpublics email or fax Section 2 only to:

NJ Department of Education

Office of Certification and Induction

C/O PTP

Email: [provisional.teacher@doe.state.nj.us](mailto:provisional.teacher@doe.state.nj.us)

Fax: 609-984-3356

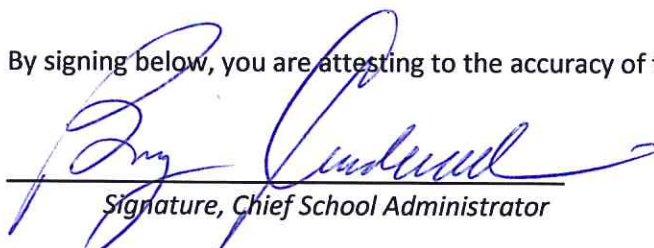


**STATEMENT OF ASSURANCE  
SECTION 1  
DISTRICT PROFESSIONAL DEVELOPMENT PLAN**

The district-level professional development plan (PDP) has been developed in accordance with all regulations as specified in *N.J.A.C. 6A:9C-4.2*, including, but not limited to, the following:

- ☒ The school district PDP provides information on school-level and districtwide professional learning opportunities, the resources being allocated toward their support, and a justification for the expenditures.
- ☒ The school district PDP includes any professional development required by statute or regulation.
- ☒ School-level professional development plans have been reviewed to inform the district PDP.
- ☒ The learning needs of students, teachers, and school leaders have been assessed based on educator evaluation data, school-level plans, and data from school- and district-level performances.
- ☒ The school district PDP supports and implements professional learning that addresses the NJ Core Curriculum Content Standards and aligns with the Standards for Professional Learning in *N.J.A.C. 6A:9C-3.3* and the Professional Standards for Teachers and the Professional Standards for School Leaders in *N.J.A.C. 6A:9-3*.
- ☒ The school district PDP is reviewed on an annual basis to assess its effectiveness and revised, as necessary, to meet the school district's learning goals for students, teachers, and school leaders.
- ☒ The school district PDP has been presented to the district board of education to review for fiscal impact.

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

  
\_\_\_\_\_  
Signature, Chief School Administrator  
\_\_\_\_\_  
Atlantic City Public Schools  
District Name

Barry Caldwell  
\_\_\_\_\_  
Printed Name  
5/24/17  
\_\_\_\_\_  
Date





STATEMENT OF ASSURANCE  
SECTION 2  
DISTRICT MENTORING PLAN

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers including novice provisional teachers who hold a CE or CEAS, as specified in *N.J.A.C. 6A:9C-5.1*, including, but not limited to, the following:

X All non-tenured teachers in their first year of employment receive 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.

X All non-tenured teachers in their first year of employment receive individualized supports and activities that have been assigned at the school district's discretion and are 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.

X All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-to-one mentor upon beginning their contracted teaching assignment.

X All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.

X Each mentor teacher holds a teacher certification, has at least three years of experience, and has taught full-time for at least two years within the last five years.

X The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.

X Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in *N.J.A.C. 6A:9C-5.2(a)4* regarding summative evaluation ratings.\*

X Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument,\* the New Jersey Professional Standards for Teachers, the New Jersey Core Curriculum Content Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.

X The district mentoring plan has been submitted to the district board of education for review of fiscal impact.

X The district mentoring plan has been shared with each school improvement panel.

X Mentoring time is logged and mentor payments are handled through the district office.

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Atlantic City Public Schools

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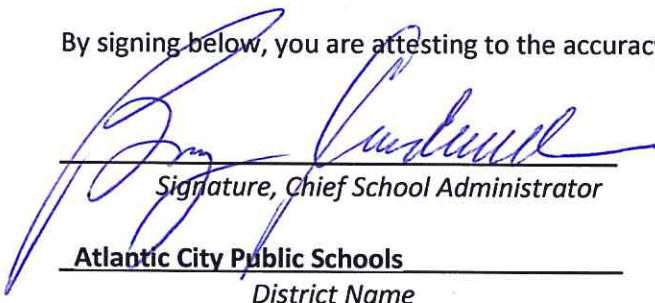


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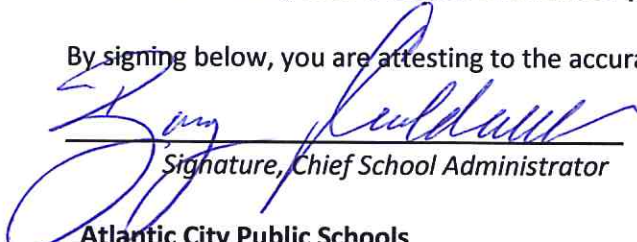
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\*Charter and nonpublic schools may use their own system of teacher evaluation.



# **ATLANTIC CITY PUBLIC SCHOOLS**

## **Mentoring Plan for The Novice Teacher, First Year Teacher and Mentor**

**Approved by the Atlantic City Board of Education on May 23, 2017**



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## **STATEMENT OF PURPOSE**

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

## **GOALS**

As supported by NJAC 6A:9-8.4(b), the goals of the Atlantic City Public Schools Mentoring Plan are the following:

- To enhance teacher knowledge of and strategies related to the NJ Core Curriculum Content and the Common Core Standards in order to facilitate student achievement and growth
- To identify and support exemplary instructional practices necessary to acquire and maintain excellence in teaching and student centered learning
- To encourage the formulation and successful implementation of rigorous student growth objectives
- To assist novice and first year teachers in the performance of their duties
- To clarify and review the LoTi Evaluation Tool.

# **ATLANTIC CITY PUBLIC SCHOOLS**

## **Mentoring Support Team**

Superintendent of Schools

Assistant Superintendent of Curriculum and Instruction

Director of Human Resources

Director of Elementary Education

Director of Secondary Education

Director of Assessment and Special Projects

Supervisor of Special Services

---

Principal, ACHS

Principal, Chelsea Heights School

Principal, Dr. Martin Luther King School Complex

Principal, Pennsylvania Avenue School

Principal, New York Avenue School

Principal, Richmond Avenue School

Principal, Sovereign Avenue School

Principal, Texas Avenue School

Principal, Brighton Avenue School

Principal, Uptown School Complex

Principal, Venice Park School

President, Atlantic City Education Association

District Teacher Literacy Coordinators and Mathematics Coaches

## **PROFESSIONAL LEARNING OPPORTUNITIES**

The Atlantic City Public School District is committed to providing staff members with professional learning opportunities and activities that are relevant to their professional responsibilities. All staff is notified of upcoming professional development opportunities within the district.

### **Professional Learning**

All ACPS staff must participate in the Atlantic City Public Schools Professional Development offerings. Staff members will attend approved out-of district in-services based on their Professional Development Plan.

The District Professional Learning Committee (District Leadership Team) is under the auspices of the Superintendent and Assistant Superintendent of Curriculum and Instruction. Building Level School Improvement Panels (SciPs) are under the auspices of the Principal. The district committee is responsible for district level professional learning, while the SciP is responsible at the building level. Teachers will work with their principals and district supervisors to plan specific professional learning for their buildings.



## **PROFESSIONAL LEARNING FOR NOVICE AND FIRST YEAR TEACHERS**

- The district will provide novice and first year teachers with an intensive and comprehensive orientation followed by opportunities to join professional learning communities, collaborations and workshops.
- Resources related to the Common Core Standards, PARCC, Evaluation and ACPS Curriculum can be located on the ACPS Staff Site.
- Professional Learning Standards and related resources are available for viewing here:

<http://www.nj.gov/education/profdev/profstand/teacherstandardscrosswalk.pdf>

[http://www.ccsso.org/Documents/2013/2013\\_INTASCLearning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASCLearning_Progressions_for_Teachers.pdf)

- All novice and first year teachers will receive the benefit of a comprehensive mentoring culture. The novice and first year teachers in our district are comfortable to ask a question or seek assistance from any teacher or administrator.
- All novice and first year teachers will be invited to attend monthly support sessions, facilitated by an effective or highly effective staff member. (Principal's Meeting) Novice and first year teachers become members of the Professional Learning Community of their building and district.(PLCs)
- All elementary staff will receive Initial Literacy Training (twice monthly).
- On-going training will include monthly Principal Meetings in Literacy and Math, Grade Level Meetings, as well as twice monthly coaching sessions. As part of this training, Novice teachers will receive multiple professional resources, as well as, access to professional libraries housed in their buildings.

## **BENEFITS**

### **THE NOVICE TEACHER:**

- Receives emotional support
- Develops highly effective teaching performance and promotes student centered learning
- Engages in professional learning experiences that enhance utilization of effective strategies and techniques
- Chooses to remain in the teaching profession

### **THE MENTOR TEACHER:**

- Becomes a more reflective practitioner
- Is able to model and encourage highly effective instructional practice
- Retains and demonstrates enthusiasm and motivation for teaching
- Is able to provide emotional support
- Functions as a teacher leader
- Is recognized for contributing to the professional growth of themselves and others

### **THE STUDENT:**

- Benefits from the experience of the veteran teacher
- Experiences the enthusiasm, fresh eyes and energy of the novice or first year teacher
- Receives instruction that is based on the most recent research and best practices
- Evolves in an environment that models collaboration, collegiality and life-long learning

### **THE ADMINISTRATOR:**

- Supports efforts to improve teacher quality and effectiveness
- Encourages teacher leadership
- Hires and retains the “best and brightest” teachers for the school
- Builds a feeling of collaboration within the school that encourages collegial problem solving
- Promotes professional growth
- Identifies and resolves the challenges faced by new teachers

### **THE SCHOOL DISTRICT:**

- Hires and retains highly qualified teachers
- Assists new teachers in all aspects of their first year experience
- Fosters cohesive schools that promote teacher professional training through learning communities



# **OVERVIEW OF MENTORING PROGRAM**

## **I. Novice Teacher - Traditional Route**

This term refers to a teacher new to the teaching profession serving under a provisional certificate and a holder of a CEAS (Certificate of Eligibility with Advanced Standing).

### **Novice Teacher Alternate Route**

This term refers to a teacher new to the teaching profession serving under a provisional certificate and a holder of a CE (Certificate of Eligibility).

### **The Novice Teacher will participate in the following:**

#### **A. Comprehensive Orientation**

- The Human Resources Department conducts a "District Orientation Seminar for Newly Hired Certified Employees" in September covering: the district's mentoring plan, policies and procedures, inclusive of the curriculum and instruction department and the business department
- The Principal or a school based administrator designee conducts a "School Orientation Seminar for Newly Hired Certified Employees" in September covering school practices and procedures
- The District Mentoring Support Team will conduct professional development activities throughout the school year
- Principal/Supervisor supports the creation of the novice teacher's Professional Development Plan (PDP) within 30 days of the teaching assignment

#### **B. Mentoring**

- One full school year of one-on-one mentoring for novice teacher
- Mentors lead mentee in guided self-assessment on district's teacher practice instrument
- Mentors align support to mentee's progress

## **II. First Year Teacher**

This term refers to non-tenured and experienced teachers new to the district.

### **The First Year Teacher will participate in the following:**

#### **A. Comprehensive Orientation**

- Same District and School Orientation Seminars as the novice teacher

#### **B. Individualized Support**

- Individualized support specified in the Professional Development Plan (PDP) based on level of preparation and experience
- Professional Development Plan (PDP) created within 30 days of the new teaching assignment
- One full school year of individualized professional development from the District Mentoring Support Team



### **III. Mentor:**

This term refers to an active experienced teacher with at least three 3 years of experience who is rated effective and highly effective on the latest summative evaluation to guide and support a novice teacher for one full school year of one-on-one mentoring.

#### **A. Mentor Selection**

- The Principal selects a mentor housed at the school, preferably in the same subject area or grade
- The Principal selects the mentor prior to the school year

#### **B. Mentoring Training**

- The District makes provisions for comprehensive mentor training
- The training program will include, at minimum, training on curriculum; the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Core Content Curriculum Standards; the Common Core State Standards; classroom observation skills; facilitating adult learning; and leading reflective conversation about practice

#### **C. Mentor Teacher Responsibilities**

- Mentor may not serve as a mentee's direct supervisor or conduct evaluations
- Mentor will maintain a log (see appendix) that tracks the contact time with mentee
- Mentor will submit contact time log form to the Human Resources Department on the last working day of each month for the duration of the mentorship
- Additional responsibilities of the mentor are found in the District Mentoring Plan

#### **D. Mentor Teacher Payment Procedures**

- Payment of the mentor will be overseen by the Human Resources Department
- Mentees do not pay mentors directly
- Human Resources must be in receipt of all required mentoring documents by the end of the school year to receive mentor payment
- Mentor checks will be mailed the end of July

## **ROLES AND RESPONSIBILITIES**

### **SUPERINTENDENT:**

- Develops, reviews and submits ACPS Mentoring Plan annually
- Shares the plan with the district's Board for review of fiscal impact
- Shares the plan with the ScIPs
- Completes and submits a Statement of Assurance that the Atlantic City Public Schools Mentoring Plan meets all of the requirements as listed in the regulations

### **PRINCIPAL/SUPERVISOR:**

- Selects a mentor for each novice teacher, and where applicable for each first year teacher, and provides a list of all partnerships to the Superintendent
- Develops and implements a comprehensive orientation for novice and experience teachers new to the district to school procedures and practices during the month of September
- Serves as a facilitator for and monitors mentoring activities through ScIP
- Reviews the Mentoring Plan with all partnerships through ScIP
- Observes and evaluates new teachers according to state and district requirements
- Provides to the novice teacher and experienced teacher new to the district individualized supports in the creation of their new Professional Development Plan (PDP) within the first 30 days of their teaching assignment



## **ROLES AND RESPONSIBILITIES**

### **MENTOR TEACHER:**

- Serves as a trusted professional role model in both professional and classroom practice and rates effective or highly effective
- Active experienced teacher for at least 3 years with at least 2 completed within 5 years
- May not serve as a mentee's direct supervisor or conduct evaluations
- Agrees to complete the district's comprehensive mentor training sessions
- Meets with the novice teacher, one-on-one, as mandated and provides appropriate feedback after a non-evaluative observation or visitation throughout the length of the school year
- Maintains a log to record contact time with the mentee and submits the log to the district Human Resources Department inclusive of all meetings, observations and other mentoring activities. See Appendix
- Provides a variety of resources to help the novice or first year teacher build a repertoire of effective strategies and techniques
- Provides assistance in writing Student Growth Objectives
- Completes the following mandated training:  
ACPS evaluation and practice instrument, NJ Professional Standards for Teachers, NJ Core Content and Common Core State Standards, Classroom observation skills, Facilitation of adult learning, Leads reflective conversation about instruction

### **NOVICE AND FIRST YEAR TEACHER:**

- Expands the knowledge, skills, and attitudes necessary for optimal student centered learning through professional learning communities, workshops and observations
- Participates in the district's comprehensive orientation to learn district and school policies, procedures, practices and State required professional standards
- Reviews and fulfills the required hours of professional learning for the district, building and individual level goals
- Collaborates with the mentor and supervisor to create an individual goal
- Observes the mentor and reflects on what was learned
- Allows mentor to observe instruction and accepts and implements appropriate suggestions in a professional manner
- Consults with the mentor, supervisor and/or data coordinator, as needed, to create and evaluate assessments for Student Growth Objectives
- Completes a PDP the first 30 days of the teaching assignment
- Novice alternate route teachers will attend mandatory Regional Training Centers or College Based Programs depending upon their certifications
- Novice teachers will compensate mentors as per state regulations



## **INFORMAL MENTOR OBSERVATIONS**

Observation is an integral part of the mentoring process and is both ***non-evaluative*** and ***non-judgmental***. It gives participants the opportunity to learn techniques and strategies that enhance classroom practice. It provides talking points for discussion, problem solving and reflection. Veterans and novices alike find that learning from watching others, a demonstration of effective strategies, is a two-way street.

The following procedures have been designed to make the observation meaningful and relevant:

1. A request must be made to the administrator of the mentor's intent to participate in an observation when release time is needed. He/she will set up the observation schedule based on funding, substitute availability, and the specific needs of the participants.
2. Upon completion of the observation, the participants should be provided time to conference and reflect.
3. Additional observations are optional and may occur in classrooms of suggested staff members

There are many useful questions that will help teachers reflect on their lessons after an observation has been completed:

1. What was effective about your lesson? Were you successful in supporting students in meeting your goals/objectives?
2. What was the evidence of student learning?
3. How did you assess for student learning? (Observation, Formal Assessment, Questioning, Probe via Conferring with Students)
4. How did you meet the needs of all learners in planning and implementing this lesson? (Differentiation)
5. How did this lesson empower students to be active and engaged participants in their learning?
6. As a reflective practitioner, what areas of your practice do you feel you need more support and professional development?
7. Are you interested in observing a colleague who has mastered an instructional practice or a classroom management strategy you would like to learn?

## **DISTRICT OBSERVATIONS AND EVALUATIONS**

First-year teachers and all non-tenured teachers who have received their Certificate of Eligibility with Advanced Standing (Traditional Route) or their Certificate of Eligibility (Alternate Route) will be observed four times per year. The LoTi Evaluation Tool will be the foundation for all observations; including, formal evaluations and LoTi Walkthroughs (informal).

### **Observation:**

Observation by trained and certified LoTi evaluators is an important aspect of the teaching and learning process. There are several areas that will be assessed that will give school administrators a picture of a teacher's strengths and areas that might need improvement. These areas are called domains and are provided in the Appendix.

### **Evaluation and Professional Learning Plan:**

All staff members will be involved in a formal summative evaluation at the end of the school year. This evaluation will look at the job performance of teachers based on formal and informal observations by the administrative team. Teachers will be fully aware of the areas in which they and their supervisors determine professional learning will either improve or enhance instruction. Professional learning may be suggested at any time during the year.

## **PROVISIONAL TEACHER PROGRAM** **EVALUATION**

The State of New Jersey requires all holders of provisional certificates to be evaluated three times (Two (2) formative and one (1) summative at the end of the Provisional Teacher Program recommending the candidate for standard certification by school based administrator). The evaluations will be completed by school based administrators.

### **SUMMATIVE EVALUATION**

The summative evaluation includes a recommendation by school based administrator:

**Approved:** Standard Certificate Issued

**Insufficient:** Extension of Provisional Program Participation

**Disapproved:** Standard Certificate Denied

(May Appeal a "Disapproved" Recommendation or Two Recommendations of "Insufficient" to the State Board of Examiners)



# **PLAN OF ACTION FOR GENERAL MENTORING ACTIVITIES**

## **Before Mentoring Begins**

- Mentors are selected by the Principal based upon State regulations
- Mentors receive mentoring training in communication, teacher observation and conferencing and effective instruction skills
- Novice and new teachers attend an orientation session covering; mentoring plan program expectations and activities; mentees' responsibilities; and district policies, regulations and procedures, inclusive of curriculum and instruction and business departments, presented by the district's Human Resources Department
- Mentors and novice teachers meet in the novice teachers' classrooms to talk about practical considerations for the opening of school, such as: room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week of school

## **During the First Months of School**

- Novice and new teachers attend an orientation session covering school procedures and practices presented by the Principal or a school based administrator designee during the month of September
- Mentors provide emotional support to novice teachers
- Mentors observe novice teachers once a week and give feedback
- Mentors familiarize novice teachers with CCCS and Professional Standards
- Principal/Supervisor provides individual support to novice teachers and new teachers to create their PDP 30 days after receiving their teaching assignment
- Principal/Supervisor assists novice and new teachers with curriculum implementation, classroom management, lesson planning and professional growth
- Mentors do one-on-one mentoring once a week for four weeks with novice teachers with CEAS starting the first week of school and once a week for eight weeks for novice alternate route teachers with CE

## **During the Remaining Months of the School Year**

- Mentors and novice teachers continue to meet on a regular basis to cover areas such as parent conferences, lesson planning, grading and assessment
- Principal/Supervisor continues to provide individual assistance to new teachers
- Novice teachers observe in mentors' classrooms
- Mentors and novice teachers establish a dialogue on effective teaching

## **At the End of the School Year**

- Mentors and novice teachers submit to the Human Resources Department all required mentoring documentations.

## **Funding Resources**

1. In the absence of State funds, novice teachers must pay the mentoring stipend. The mentor stipend is a certification requirement for all novice teachers.
2. The stipend will be deducted from the novice teachers' normal pay.
3. The district will fund all activities related to professional development for the mentoring program. They will provide substitute teachers for professional days used by mentors and novice teachers.

# **APPENDIX**

## **Exhibits**

for

Atlantic City Public Schools Mentoring Plan

for

The Novice Teacher, First Year Teacher and Mentor

- Novice Teacher Log Form for contact time
- LoTi Teacher Evaluation Instrument