

## Dover Public School District 2017-2018 Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Dover Public Schools	Robert B. Becker	July 2017-June 2018

### 1: Professional Learning (PL) Goals

PL Goal	Goals	Identified Group	Rationale/Sources of Evidence
1	Successfully implement AchieveNJ evaluation process concomitant with State regulations and district goals.	All certified teaching staff, principals/supervisors	State requirement of the implementation of an approved evaluation system as per TEACHNJ Act.
2	Build capacity of teachers to increase student use of technology at all levels of the SAMR model.	Teachers, administrators	<p>Aligned with district goal: <i>To increase student technology skills and overall student achievement by developing and implementing student-centered lessons that effectively infuse technology and address higher-order thinking skills in accordance with the SAMR model for technology integration.</i></p> <p>While observations, walk-throughs and lesson plans denote the teacher use of technology is ubiquitous, it is noted that the student use of technology at the Modification and Redefinition levels of the SAMR model needs to be increased.</p> <p>Professional development activities are required to support the new 1:1 laptop initiative taking place in grades 3-6.</p>

3	Build capacity of teachers to increase student achievement on Advanced Placement tests.	Teachers	<p>During the 2016-2017 school year, a record 187 students sat for AP examinations in 11 AP subject areas. 74.3% of students earned scores of 3 or higher, exceeding both the State (70.8%) and the Global (60.3%) averages.</p> <p>Dover High School applied for, and was approved to offer the AP Capstone Program beginning in September 2017.</p> <p>New AP courses for 2017-2018 include AP Seminar, AP Biology and AP Physics C.</p> <p>Attendance at sustained professional development summer workshops are required to successfully prepare students for the rigors of the growing Advanced Placement program at Dover High School.</p>
4	Build capacity of teachers to align instruction with the New Jersey Student Learning Standards (NJSLS) by increasing pedagogic and content knowledge.	Teachers, administrators	Continual alignment to the NJSLS is required to meet the IAAT outlined in the newly approved ESSA legislation.

## 2: Professional Learning Activities

PL Goal	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Teachers new to the district will attend Stronge Evaluation Training. The district will procure the services of Stronge &amp; Associates to facilitate a full day in district PD opportunity for newly hired staff.</p> <p>Teachers will participate in refresher training on the Stronge evaluation instrument and on the SGO process. Administrators will attend IRR training offered in-district or online through MLP Elevate to increase ability to score teachers reliably and consistently using the Stronge evaluation tool.</p>	<p>Working in grade-levels or by department, teachers and administrators will discuss and reflect on the evaluation process for 2016-17. The school ScIPs will determine and plan additional PD as necessary. The DEAC will develop a presentation on the Communication Log, which is a required component of the Documentation Log.</p> <p>Administrators will conduct co-observations and meet to reflect on the scoring process. The evaluation process will be discussed at Administrative Council and Supervisor Meetings throughout the school year. The Supervisor iTunes U course will be populated with information regarding the evaluation process. Online discussions utilizing iTunes U will take place.</p>
2	<p>The district will procure the services of Apple to provide sustained, job-embedded professional development opportunities aligned with the district goal of increasing student use of technology in grades 3-6. Each workshop will be three consecutive days in length, working with the teachers and students in the classroom. Each building will utilize the ScIP committee to plan and implement the workshops (Title IIA funded).</p> <p>District Apple Trainers (teachers appointed by the DBOE) will plan and implement PD opportunities for teachers based on needs assessed through the ScIP committee.</p>	<p>Teachers will turnkey important information learned via faculty and/or grade level. If required, the Apple Trainers will develop additional afterschool workshops as follow up.</p> <p>Based on input from the building ScIP, each building will develop a unique series of PD opportunities to be facilitated by the building's Apple Trainers.</p>
3	<p>Teachers will attend AP summer week-long AP workshops specific to courses in Seminar, Biology, Statistics, Spanish Literature, English Language and Physics.</p>	<p>Topics presented at AP workshops relevant to best practices in teaching and learning, and understanding challenging content will be turnkeyed by the attendees at Department Meetings.</p>

4	<p>Summer activities include:</p> <ul style="list-style-type: none"> <li>Gilder Lehrman Institutes - Grants were obtained by 3 staff members (DMS Social Studies teacher, DMS Language Arts teacher and District Supervisor) to attend week-long institutes across the country.</li> <li>Orton Gillingham Training - Over 25 staff members attended the week-long academy that focused on reading instruction (Title IIA funded).</li> </ul>	<p>The district will continue to support teachers furthering their teaching skills through engagement in graduate courses concomitant with the negotiated contract.</p> <p>Title III funds will be used to purchase Master Teacher ESL Online Training, a 17-hour, individualized program that assisting teachers in developing skills to support the needs of English Language Learners.</p> <p>Each school's SciP, through analysis of testing data available this Fall and through conversation and communication with staff, will develop and implement further professional development activities aimed at increasing student achievement for all students.</p>
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### 3: PD Required by Statute or Regulation

#### State-mandated PD Activities

Please see attached NJDOE document of required PD activities. Required activities are implemented throughout the school year.

### 4: Resources and Justification

#### Resources

The approved 2017-2018 Dover Public School District budget provides the funding required to implement the plan. In addition, Title I (\$3,600), Title IIA (\$50,864) and Title III (\$400) funding will support the plan. The use of district staff (Apple Academy Trainers) assist in containing costs.

#### Justification

This plan emphasizes the district goal of increased student achievement through strengthening teacher effectiveness, enriching student engagement and increasing academic rigor. All goals are measureable and all professional development activities are meaningful, sustained and scalable.

Signature:

*Robert Becker*

Superintendent Signature

8/22/17

Date

## New Jersey Professional Development Requirements in Statute and Regulations

Mandatory professional development (PD) requirements for particular groups of educators are specified in statute and regulation. These requirements go beyond the core requirements for PD planning and implementation set forth in *N.J.A.C. 6A:9C*.

The chart below summarizes these targeted PD requirements as well as the authorizing citations, educators who should receive the PD, timelines, and additional information. The requirements are grouped under the following topics:

- a. Reading Disabilities
- b. Prevention: Suicide, Substance Abuse, Harassment, Intimidation, and Bullying
- c. School Safety, Security and Code of Student Conduct
- d. Health
- e. Interscholastic Activities
- f. Additional Professional Development Topics

Please use the chart on this site for the most current information. The requirements will be updated as necessary. Questions on the requirements may be submitted by email to [teachPD@doe.state.nj.us](mailto:teachPD@doe.state.nj.us).

### a. Reading Disabilities

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
<b>Reading Disabilities:</b> Instruction on screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia, for certain teaching staff members	<i>N.J.S.A.</i> 18A:6-131	<ul style="list-style-type: none"> <li>• General Education Teachers employed in K-3</li> <li>• Special Education and Basic Skills Teachers</li> <li>• English as a Second Language Teachers</li> <li>• Reading Specialists</li> <li>• Learning Disabilities Teacher Consultants</li> <li>• Speech-Language Specialists</li> </ul>	2 Hours Annually	<a href="#">New Dyslexia Webinar on INDOE's Website Satisfies Professional Development Requirements in P.L. 2013, c.105</a>

**b. Prevention: Suicide, Substance Abuse, Harassment, Intimidation and Bullying**

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
<b>Suicide Prevention:</b> All teaching staff members must attend instruction in suicide prevention as part of an individual's PD requirement. While this is not an annual requirement for all teaching staff members, the district must ensure that it is made available annually to those who have not completed the requirement (e.g., new staff, staff who were absent during the last session).	<i>N.J.S.A.</i> 18A:6-112	<ul style="list-style-type: none"> <li>Teaching Staff Members (Similar to "school staff," a member of the professional staff of any board of education who holds a valid and effective standard, provisional or emergency certificate, including teachers, administrators, school nurse, and school athletic trainer. <i>N.J.S.A.</i> 18A:1-1.)</li> </ul>	2 Hours per 5 Years <sup>1</sup>	Instruction must be provided by a licensed health care professional with training and experience in mental health issues.
<b>Harassment, Intimidation and Bullying:</b> The district board of education is required to review the training needs of district staff for the effective implementation of the HIB policies, procedures, programs, and initiatives and to implement locally determined staff training programs.	<i>N.J.S.A.</i> 18A:37-17b and c., <i>N.J.A.C.</i> 6A:16-7.7	<ul style="list-style-type: none"> <li>Public School Teachers</li> <li>School Employees</li> <li>Volunteers with student contact</li> <li>Contracted service providers</li> </ul>	Training on District Policy: Annually; Training on prevention: 2 Hours per 5 Years <sup>1</sup>	<a href="http://www.state.nj.us/education/students/safety/behavior/hib/">http://www.state.nj.us/education/students/safety/behavior/hib/</a>
<b>Recognition of Substance Abuse:</b> In-service training program instruction for the identification of symptoms and behavioral patterns; appropriate intervention strategies; and the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse.	<i>N.J.S.A.</i> 18A:40A-15, <i>N.J.A.C.</i> 6A:16-3.1(a)(4)	<ul style="list-style-type: none"> <li>Public School Instructional Teachers</li> </ul>	No Min. Req.; training must be reviewed/updated annually	

<sup>1</sup>The language of the statute stipulates the required number of hours "per professional development period." The Department currently interprets this "professional development period" to be for five years, as this statute was passed prior to July 2013, when teachers were required to complete 100 hours of professional development every five years. Because the professional development cycle changed to a one-year cycle in July 2013, the Department recommends that, if not prescribed otherwise, teachers receive the required training in their first year of service and then at least every five years thereafter.

**c. School Safety, Security and Code of Student Conduct**

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
<b>School Safety:</b> In-service training program to enable employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of	<i>N.J.A.C.</i> 6A:16-5.1(d)	<ul style="list-style-type: none"> <li>District Employees</li> </ul>	Within 60 days of employment; Must be reviewed and	

education's plans procedures and mechanisms for school safety and security.			updated annually	
<b>Law Enforcement Operations:</b> In-service training must be provided on policies and procedures established in the subchapter on law enforcement operations for substances, weapons and safety and the exchange of information regarding the practices of the education and law enforcement agencies.	<i>N.J.A.C.</i> 6A:16-6.2(b)12	<ul style="list-style-type: none"> <li>• School Staff</li> </ul>	Not specified	
<b>Mandatory Gang Awareness Training for School Administrators:</b> Administrators in their initial year of employment must attend a seminar developed by the Office of the Attorney General and provided annually in each county on the topic of how to recognize signs of gang involvement or activity. A seminar of equivalent	<i>N.J.S.A.</i> 52:17B-4.7	<ul style="list-style-type: none"> <li>• School Administrators</li> </ul>	During first year of employment as an administrator	<a href="http://www.state.nj.us/education/students/safety/behavior/gang/">http://www.state.nj.us/education/students/safety/behavior/gang/</a>
<b>Code of Student Conduct:</b> District boards of education provide all employees training on the code of student conduct, including training on the prevention, intervention, and remediation of student conduct in violation of the board of education's code of student conduct.	<i>N.J.A.C.</i> 6A:16-7.1(a)4	<ul style="list-style-type: none"> <li>• District Employees</li> </ul>	Annually	<a href="http://www.state.nj.us/education/code/current/title6a/chapter16.pdf">http://www.state.nj.us/education/code/current/title6a/chapter16.pdf</a>
<b>Potentially Missing/Abused Children Reporting:</b> Training on procedures for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities.	<i>N.J.S.A.</i> 18A:36-25, <i>N.J.A.C.</i> 6A:16-11	<ul style="list-style-type: none"> <li>• Employees</li> <li>• Volunteers</li> <li>• Interns</li> </ul>	New employees as part of their orientation. Otherwise as determined by the district board of education.	<a href="http://www.state.nj.us/education/students/safety/socservices/abuse/">http://www.state.nj.us/education/students/safety/socservices/abuse/</a>
<b>School Safety Teams:</b> At least one PD opportunity in effective school climate improvement, practices, programs, or approaches.	<i>N.J.S.A.</i> 18A:37-21(b) & (d)	<ul style="list-style-type: none"> <li>• School Safety Team members (School safety team: school principal or designee, a teacher, an anti-bullying specialist, a parent of a current student, and any other discretionary members.)</li> </ul>	N/A	
<b>Electronic Violence and Vandalism Reporting System (EVVRS):</b> The chief school administrator must provide for the annual training of staff to prepare them to fulfill the reporting of weapons possession, violence, vandalism, alcohol, and drug abuse.	<i>N.J.S.A.</i> 18A:17-46, <i>N.J.A.C.</i> 6A:16-5.3 (d)2	<ul style="list-style-type: none"> <li>• School Staff</li> </ul>	Annually	<a href="http://homeroom.state.nj.us/EVVRS.htm">http://homeroom.state.nj.us/EVVRS.htm</a>

**d. Health**

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
<b>Communicable Diseases:</b> A medical inspector or nurse must lecture teachers concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and the prevention of disease.	<i>N.J.S.A.</i> 18A:40-3, <i>N.J.A.C.</i> 6A:16-2.3(b)(xv)	<ul style="list-style-type: none"> <li>Teachers</li> </ul>		<a href="http://www.state.nj.us/education/students/safety/health/cdpr/">http://www.state.nj.us/education/students/safety/health/cdpr/</a>
<b>Use of Nebulizer:</b> Certified school nurses or other persons authorized to administer asthma medication are required to receive training in airway management and on the use of nebulizers and inhalers consistent with nationally recognized standards.	<i>N.J.S.A.</i> 18A:40-12.8(a), <i>N.J.A.C.</i> 6A:16-2.3(b)2	<ul style="list-style-type: none"> <li>School Nurse</li> </ul>	Not specified	<a href="http://www.state.nj.us/education/code/current/title6a/chapter16.pdf">http://www.state.nj.us/education/code/current/title6a/chapter16.pdf</a>
<b>Asthma:</b> The Commissioner must assure that annual asthma education opportunities are made available for school physicians and all teaching staff. The NJ Pediatric and Adult Asthma Coalition produced education videos which support this requirement.	<i>N.J.S.A.</i> 18A:40-12.9	<ul style="list-style-type: none"> <li>Teaching Staff</li> <li>Medical Inspectors;</li> <li>School Physicians;</li> </ul>	Education opportunities available annually	Student confidentiality must be maintained.
<b>Diabetic Student Health Plan:</b> Training by the school nurse in the care of students with diabetes.	<i>N.J.S.A.</i> 18A:40-12.13(d)	<ul style="list-style-type: none"> <li>Appropriate staff members including staff working with school-sponsored programs outside of the regular school day, as provided in the individualized health care plan and the individualized emergency health care plan.</li> </ul>	N/A	Student confidentiality must be maintained.  <a href="http://www.state.nj.us/education/edsupport/diabetes/action.pdf">http://www.state.nj.us/education/edsupport/diabetes/action.pdf</a>
<b>School Nurse Delegate for Glucagon:</b> The school nurse or other qualified health care professional must train school district employees who volunteer to administer glucagon to a student with diabetes who is experiencing severe hypoglycemia when the school nurse is not physically present.	<i>N.J.S.A.</i> 18A:40-12.14, <i>N.J.A.C.</i> 6A:16-2.3(b)3vii	<ul style="list-style-type: none"> <li>Appropriate staff - Volunteers designated by the school's assigned nurse to administer glucagon when that nurse is not physically present</li> </ul>	N/A	
<b>Training of Delegates for Epinephrine Administration:</b> The certified school nurse in consultation with the board of education, or the chief school administrator of a nonpublic	<i>N.J.S.A.</i> 18A:40-12.6(c),	<ul style="list-style-type: none"> <li>Appropriate staff -</li> </ul>	N/A	<a href="http://www.state.nj.us/education/students/">http://www.state.nj.us/education/students/</a>



school, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building.	<i>N.J.A.C.</i> 6A:16-2.3vii(b)4			<a href="#">safety/health/services/epi.pdf</a>
<b>General Student Needs Recognition:</b> Training in human growth and development; substance abuse and dependency; and human and intercultural relations; and formal inclusion into each endorsement holder's PD plan.	<i>N.J.S.A.</i> 18A:40-3.3(a), <i>N.J.A.C.</i> 6A:9B-14.3(d) and 14.4(d)	<ul style="list-style-type: none"> <li>• School nurse endorsement holders</li> </ul>	20 hours during the initial 3 years	The professional development requirements shall be incorporated into each endorsement holder's professional development plan.
<b>Bloodborne Pathogens:</b> Staff designated as at-risk of exposure under the district's Exposure Control Plan require training and schools must also identify students at risk of exposure due to occupational training programs and provide equivalent training.	<i>N.J.S.A.</i> 34:6A-25 et seq	<ul style="list-style-type: none"> <li>• School Staff</li> </ul>	Annually	
<b>Alcohol, Tobacco, and Other Drug Prevention and Intervention:</b> District boards of education must ensure all education staff members receive in-service training in alcohol, tobacco, and other drug abuse prevention and intervention.	<i>N.J.S.A.</i> 18A:40A-3, 15, <i>N.J.A.C.</i> 6A:16-3.1(a)4	<ul style="list-style-type: none"> <li>• Educational Staff Members</li> </ul>	Annually	
<b>Career and Technical Education:</b> Initial training on safety and health issues prior to working or participating in any career and technical education course or program.	<i>N.J.A.C.</i> 6A:19-6.4(d)8	<ul style="list-style-type: none"> <li>• All new CTE staff and students</li> </ul>	Prior to prior to working or participating in CTE	
<b>Lyme Disease</b> <sup>2</sup> : Training of all teachers who instruct students with Lyme disease which emphasizes the special needs and problems of students with the disease, in order to provide information about how best to teach those students.	<i>N.J.S.A.</i> 18A:35-5.3	<ul style="list-style-type: none"> <li>• Teachers of students with Lyme disease</li> </ul>	Annually	Student confidentiality must be maintained. <a href="http://files.eric.ed.gov/fulltext/EJ871951.pdf">http://files.eric.ed.gov/fulltext/EJ871951.pdf</a> (2009)

<sup>2</sup>The Lyme Disease professional development requirement was inadvertently left out of the chart previously. The chart was updated June 2016.

## e. Interscholastic Athletics

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
<b>Interscholastic Athletic Head Injury Safety Training Program:</b> School physicians, any person who coaches a public school district or nonpublic school interscholastic sport or cheerleading program, and an athletic trainer involved in a public or nonpublic school interscholastic sports program or cheerleading program are required to complete training in head injury prevention and management.	<i>N.J.S.A.</i> 18A:40-41.2	<ul style="list-style-type: none"> <li>• School Physicians</li> <li>• Athletic Trainers</li> <li>• Coaches</li> </ul>	<p>Complete an interscholastic athletic head injury safety training program</p> <p>Distribute fact sheet annually to every student-athlete and parent/guardian of student athlete</p>	<a href="http://www.nj.gov/education/aps/cccs/chpe/concussions/policy.pdf">http://www.nj.gov/education/aps/cccs/chpe/concussions/policy.pdf</a>
<b>School Physician Completion of Cardiac Assessment PD Module:</b> A contract between a school district and a school physician shall include a statement of assurance that the school physician has completed the Student-Athlete Cardiac Screening professional development module. <sup>3</sup>	<i>N.J.S.A.</i> 18A:40-1.1	<ul style="list-style-type: none"> <li>• School Physicians</li> </ul>		<a href="http://www.state.nj.us/education/students/safety/health/services/athlete/PDModule.shtml">http://www.state.nj.us/education/students/safety/health/services/athlete/PDModule.shtml</a>
<b>Student-Athlete Cardiac Assessment Professional Development Module:</b> A physician, advanced practice nurse, or physician assistant who performs a student-athlete's annual physical examination prior to the student's participation in a school-sponsored interscholastic or intramural athletic team or squad must complete the Student-Athlete Cardiac Screening professional development module and certify on the Preparticipation Physical Evaluation form attesting to the completion of the module. <sup>3</sup>	<i>N.J.S.A.</i> 18A:40-41d 18A:40-41.7	<ul style="list-style-type: none"> <li>• Physicians</li> <li>• Advanced Practice Nurses</li> <li>• Physician's Assistants</li> </ul>	N/A <sup>4</sup>	<a href="http://www.state.nj.us/education/students/safety/health/services/athlete/PDModule.shtml">http://www.state.nj.us/education/students/safety/health/services/athlete/PDModule.shtml</a>

<sup>3</sup>Revised to align more closely to the cited statutes. Updated August 2016

<sup>4</sup>Although no timeline is provided in the statutes, it is recommended that the module be completed as necessary and if the module undergoes substantive changes.

**f. Additional Professional Development Topics**

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
<b>Educator Evaluation:</b> Training on the district’s evaluation rubrics, policy, and procedures and any relevant educator practice instrument. Teachers new to the district require more thorough training.	<i>N.J.S.A.</i> 18A:6-123(b)(10), <i>N.J.A.C.</i> 6A:10-2.2(b)(1)	<ul style="list-style-type: none"> <li>Teaching Staff Members</li> </ul>	Annually	<a href="http://www.state.nj.us/education/AchieveNJ/">http://www.state.nj.us/education/AchieveNJ/</a>
<b>Educator Evaluation:</b> Training on the teacher and principal practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals.	<i>N.J.A.C.</i> 6A:10-2.2(b)2,3	<ul style="list-style-type: none"> <li>Supervisors who conduct observations of teachers, principals, assistant principals or vice-principals for the purpose of evaluation</li> </ul>	Before conducting any observations; refreshed annually	<a href="http://www.nj.gov/education/AchieveNJ/resources/">http://www.nj.gov/education/AchieveNJ/resources/</a>
<b>Ethics, Law, Governance, Harassment, Intimidation, and Bullying:</b> A school leader shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required pursuant to State Board of Education regulations. Information on the prevention of harassment, intimidation, and bullying shall also be included in the training.	<i>N.J.S.A.</i> 18A:26-8.2, <i>N.J.A.C.</i> 6A:9C-4.3(a)5	<ul style="list-style-type: none"> <li>Active school leaders serving on a permanent or interim basis whose positions require possession of the supervisor, principal or chief school administrator endorsement</li> </ul>	Specific training needs of each school leader are to be reviewed annually	Met through the individual professional development planning process to ensure school leaders’ knowledge of these topics remains up-to-date.
<b>Bilingual Education Inservice Training:</b> District boards of education must develop a plan for inservice training for bilingual, ESL, and mainstream teachers; administrators <sup>5</sup> who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan must include instructional strategies to help ELLs meet the CCCS and the WIDA English language development standards. All bilingual and ESL teachers must receive training in the use of the ESL curriculum.	<i>N.J.A.C.</i> 6A:15-1.8	<ul style="list-style-type: none"> <li>Bilingual and ESL teachers</li> <li>Mainstream teachers</li> <li>Administrators who supervise bilingual/ESL programs</li> <li>Administrators and any personnel who observe and evaluate teachers of ELLs</li> </ul>	Not specified	Office of Title I’s annual Bilingual/ESL Supervisors’ Training helps districts fulfill this requirement.
<b>Equity and Affirmative Action:</b> District boards of education must provide training for all school personnel on a continuing basis to	<i>N.J.A.C.</i> 6A:7-1.6	<ul style="list-style-type: none"> <li>Certified/Non- certified staff</li> </ul>	New staff within 1 <sup>st</sup> year. All staff on a continuing	<a href="http://www.state.nj.us/education/code/curr">http://www.state.nj.us/education/code/curr</a>

identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.			basis (as determined by district)	<a href="#">ent/title6a/cha p7.pdf</a>
<b>Integrated Pest Management (IPM):</b> The IPM coordinator must train school staff involved with the implementation of the school's IPM Policy and Plan on the components pertaining to their school environment.	<i>N.J.A.C. 7:30-13.2(c)</i>	<ul style="list-style-type: none"> <li>• School staff involved with implementation of IPM plan</li> </ul>	Not specified.	
<b>Integrated Pest Management:</b> The school and the Integrated Pest Management coordinator are responsible for educating the school community about potential pest problems and methods used to manage them.	<i>N.J.A.C.7:30-13.2(c)</i>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Staff</li> <li>• Students</li> <li>• Parents/Guardians</li> </ul>	Not specified	
<b>Special Education Training:</b> A district receiving IDEA assistance must identify in its special education plan the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services; insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and provide for joint training activities of parents and special education, related services and general education personnel.	<i>N.J.A.C. 6A:14-1.2(b)14</i>	<ul style="list-style-type: none"> <li>• Professional and paraprofessional staff who provide special education, general education or related services</li> </ul>	In accordance with approved special education plan	
<b>Preschool Training:</b> A district receiving Early Childhood Program Aid shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.	<i>N.J.A.C. 6A:13A-3.1(c)8</i>	<ul style="list-style-type: none"> <li>• Early childhood education administrators, teachers and teacher assistants</li> </ul>	In accordance with approved preschool education plan	
<b>Teacher Mentor Training:</b> Mentors working with novice provisional teachers as part of the district mentoring program must complete a comprehensive mentor training program that includes, at a minimum, training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice	<i>N.J.A.C. 6A:9C-5.2(a)7</i>	<ul style="list-style-type: none"> <li>• Mentor teachers assigned to work 1-1 with novice provisional teachers</li> </ul>	Before serving as a mentor	

instrument, Professional Standards for Teachers, CCCS, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice				
<b>I&amp;RS Referral:</b> The function of the system of intervention and referral services in each school building shall be to provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties;	<i>N.J.A.C.</i> 6A:16-8.2(a)4	<ul style="list-style-type: none"> <li>• Staff members who identify learning, behavior and health difficulties through the I&amp;RS process</li> </ul>	N/A	
<b>NJ SMART:</b> The school district shall ensure that teachers, school administrators and central office supervisors receive training in NJ SMART and its data query resources.	<i>N.J.A.C.</i> 6A:13-2.1(d)3	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School administrators</li> <li>• Central office supervisors</li> </ul>	Not specified	

<sup>5</sup>Added to align with the revised Administrative Code. Updated August 2016.



## Dover Public Schools Mentoring Plan

### **Mentoring Program Vision**

Dover Public School students, representing a diverse population rich in tradition, will become academically empowered individuals who possess the ability to meet high-quality academic standards. To accomplish this goal, novice teachers will participate in a comprehensive induction and mentoring program aligned with the New Jersey Student Learning Standards and the New Jersey Professional Standards for Teachers. Mentors will support novice teachers throughout their first year as they make the transition into the teaching profession and strive to meet the ever-changing needs of our student population.

### **Mentoring Program Goals**

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

*(NJDOE May 2016)*

### **Guidelines for the Selection of Mentors**

All teachers who wish to serve as mentors in the Dover Public Schools must be recommended by a colleague. The Mentor Recommendation Forms are available in the main office of each building.

Teachers who desire to serve as mentors to novice teachers in the Dover Public School System must meet the following criteria:

*The mentor teacher applicant:*

- is a certified and tenured teacher who is actively teaching in the district.
- demonstrates a record of success in the classroom by earning a summative rating of Effective or Highly Effective on his/her most recent summative evaluation.
  - In cases where the summative evaluation is delayed, he/she earned a rating of Effective or Highly Effective on the teacher practice instrument.



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- has a minimum of three years of teaching experience, with at least two completed within the previous five years.
- maintains a positive attitude about the district and the profession of teaching.
- is knowledgeable about the current trends in education, including materials, research, and methodology.

### **Roles and Responsibilities for Mentors**

A mentor is an experienced teacher who will provide ongoing support and guidance to a novice teacher as he/she transitions into the teaching profession. The following roles and responsibilities are essential to ensure a successful experience in the mentoring process.

*A mentor must:*

- Make a commitment of time to develop a successful mentor-mentee relationship.
- Establish a regular weekly meeting time to discuss the mentee's needs, provide ongoing support, plan classroom activities, and reflect on lessons.
  - A minimum of one meeting per week is required for the first four weeks for novice teachers with a Certificate of Eligibility with Advanced Standing (CEAS).
  - A minimum of one meeting per week is required for the first eight weeks for novice teachers with a Certificate of Eligibility (CE).
- Maintain confidentiality for all mentor-mentee teacher activities.
- Contribute to ongoing progress by informally observing the mentee on a regular basis.
- Assist the mentee in adjusting to the school culture, pacing, procedures, resources, and personnel.
- Document mentoring activities on the district's mentoring log template and submit the log to the building principal on a monthly basis.
- Provide the mentee opportunities to observe his/her classroom.
- Assist the mentee in identifying immediate needs.
- Lead the mentee in guided self-assessment on the district's teacher evaluation instrument.
- Aligns supports to the mentee's teaching assignment.

### **Funding Resources**

The Dover Public School District will use a combination of federal and local funds to support the implementation of certain components of this mentoring plan. ***Mentees are***



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*responsible for paying the mentor stipend of \$550.00. As per NJDOE regulation, a mentee cannot pay his/her mentor directly. The District Business Office will oversee the mentee to mentor payment. The Business Administrator will provide the specific procedures for making the mentor payment by April 1, 2018.*



**Dover Public Schools  
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**Mentor Recommendation**

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Applicant's Position: \_\_\_\_\_

Applicant's Certification: \_\_\_\_\_

Number of Years Teaching: \_\_\_\_\_

Grade(s) Taught: \_\_\_\_\_

Number of Years in District: \_\_\_\_\_

*Directions to Applicant:* Please give this recommendation form to a colleague capable of assessing the skills/traits listed below.

*Directions to the Recommender:* The applicant listed above is applying to be a mentor in the Dover Public School District. Please evaluate the applicant on the skills/traits listed below using the following scale:

- 5 Strongly Agree
- 4 Agree
- 3 No Opinion/Not Observed
- 2 Partially Disagree
- 1 Completely Disagree

**The applicant teacher**

\_\_\_\_\_ demonstrates knowledge of and implements strategies related to the CCSS/NJCCCS in order to facilitate student learning.

\_\_\_\_\_ exhibits exemplary teaching skills and educational practices.

\_\_\_\_\_ is knowledgeable about the social and workplace norms of the Dover School District and community.

\_\_\_\_\_ is knowledgeable about the current trends in education, including materials, research and methodology and would be able to serve as a source of reference to

the novice teacher.

- models effective classroom management strategies.
- displays sensitivity to individual student differences.
- promotes collaborative learning.
- is knowledgeable about building and district goals and objectives.
- is open to varied or new instructional strategies.
- is someone who enjoys teaching and learning.
- models a commitment to professional growth.
- is a facilitator of change and improvement.

We encourage the recommender to share any additional information he or she may want to include on a separate sheet of paper to be attached to the recommendation form.

### **Summary Evaluation**

I recommend this candidate (please check):

- with reservation.
- strongly.
- enthusiastically.

Recommender's Name: \_\_\_\_\_

Recommender's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommender's Relationship to Applicant: \_\_\_\_\_

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**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 faithfully discharged, children’s education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal, make it clear that the novice teacher is a colleague, and that collegial relationship strengthens the education of the novice teacher’s students.

*The mentor and the mentee 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.

*The mentor hereby agrees:*

- To review the background of the mentee in order to provide the type and amount of support indicated by this background.
- To attend the mentee’s classes regularly and provide the novice teacher with feedback, coaching, and support.
- To be available for informal support and consultation.

*The mentee hereby agrees:*

- To observe the mentor’s teaching, as well as the teaching of other experienced professionals.
- To work on following the suggestions which the mentor makes.
- To seek out the mentor for answers to questions that may arise.

*The principal hereby agrees:*

- To observe and evaluate the novice teacher.
- To provide support to both the mentor and the mentee.
- Not to solicit evaluative comments from the mentor regarding the novice teacher.
- To allow the mentor up to two periods of release time to observe the novice teacher, if needed.

*All the signers agree:*

- To follow all New Jersey regulations for mentoring as outlined in the District Mentoring Plan.

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

Principal

Date

## **Dover Public Schools Mentoring Plan**

### Ethical Code of Practice for Mentoring

- The mentor's role is to respond to the mentee's professional needs and agenda; it is not to impose his/her own agenda.
- Mentors must work within the current agreement between the mentee pertaining to confidentiality.
- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. However, he/she should help the novice teacher recognize how other issues may relate to these areas.
- Mentor and mentee should aim to be open and truthful with each other, and themselves, about the relationship.
- The mentoring relationship must not be exploitative in any way, nor must it be open to misinterpretation by others.
- Mentors need to be aware of the limits of their competence and operate within these limits.
- The mentor has a responsibility to develop his or her own competence in mentoring.
- The novice teacher must accept increasing responsibility for managing the relationship; the mentor should empower him/her to do so and must generally promote the mentee's autonomy.
- Mentor and mentee should respect each other's time and other responsibilities ensuring that they do not impose beyond what is reasonable.
- Either party may dissolve the relationship. However, both mentor and mentee have a responsibility for discussing the matter together, as part of mutual learning.
- The novice teacher should be aware of his/her rights and any complaints procedures.
- Mentors must be aware of any current law and work within the law.

