

MONTAGUE TOWNSHIP SCHOOL DISTRICT

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John Nittolo

Acting Chief School Administrator

Erkan Gumustekin
Business Administrator

Summary of Chief School Administrator Responsibilities for New Teacher Mentoring N.J.A.C. 6A:9-8.4

Effective April 27, 2021, New Jersey mentoring requirements have been updated. The following is a summary of requirements the Chief School Administrator is responsible for within a district:

- Develop a district mentoring program and document a district mentoring plan with procedures and plan implementation in accordance with State regulations and guidance materials
- Annually submit the plan to the district board of education for review of its fiscal impact.
- Annually review and update the district mentoring plan for each coming school year and submit the Statement of Assurance to the County Office of Education by August 31.

- Annually sign the District Mentoring Plan Statement of Assurance and by August 31 of each year, submit the Statement of Assurance to the district's county office of education, where it will be logged and filed
- Share the district's mentoring plan with each School Improvement Panel (ScIP), which will oversee the implementation of the plan at the school level.
- Keep a copy of the district mentoring plan on file in the district.

NEW JERSEY DEPARTMENT OF EDUCATION DISTRICT MENTORING PLAN
STATEMENT OF ASSURANCE

SCHOOL DISTRICT: Montague Township School District Code: 3300

COUNTY: Sussex County Code: 37

ADDRESS: 475 Route 206

CITY/TOWN: New Jersey

ZIP 07827

CHIEF SCHOOL ADMINISTRATOR:

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Date Plan Reviewed by Board of Education: June 28, 2021

This mentoring plan will be in effect during the school year beginning September 2021.

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9-8.4, including, but not limited to, the following:

- All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.
- All non-tenured teachers in their first year of employment receive individualized supports and activities.
- All novice teachers/provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-one mentor upon beginning their contracted teaching assignment.
- All novice teachers/provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.
- 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.
- The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e)4 regarding summative evaluation ratings.*
- 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 N.J. Professional Standards for Teachers, the New Jersey Student Learning Standards (NJSLS), classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
- The district mentoring plan has been shared with each school improvement panel.
- Mentoring time is logged and mentor payments are handled through the district office.

I attest to the accuracy of this document:

Printed Name: John Nittolo

Montague Township School District

District Name

6 -28 - 2021

Date

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Section 1:
Vision and Goals

Montague Township School recognizes the novice teacher's need for growth and development and understands that the strengths and needs for the novice teacher develop over time and need appropriate resources, activities and assessment. The overall mentor program is consistent with the New Jersey Professional Standards for Teachers and the Core Curriculum Content Standards, Common Core State Standards, and Next Generation Science Standards. The program is flexible to meet the needs of novice teachers/provisional teachers including the process of the development and implementation of a Professional Development Plan. The mentor program at Montague Township School is designed to assist teachers in effectively educating a diverse population of students and to support the novice teacher's desire for life-long learning and dedication to the teaching profession.

The school leaders will be supportive and knowledgeable of the purpose of the Montague Township School mentoring program's vision and will meet regularly with the School Improvement Panel (ScIP) to assist and design activities for both the mentor and novice teacher. The school leaders will provide an orientation for both Novice teachers/provisional teachers and the staff to understand the role of mentors, available resources, personnel information, procedures and policies and help facilitate a positive experience for Novice teachers/provisional teachers into the learning community. Novice teachers/provisional teachers will be provided with assessment, structure and feedback and work together with school leaders on a daily basis. The leaders of the school will provide professional development activities and services to facilitate both mentors and novice teachers/provisional teachers and will provide time and resources to support mentors and mentees. The leaders will pair mentor teachers with the following criteria in mind: certification, grade level, content area, common planning periods, and proximity of classrooms, needs of students and the no-fault clause and provide for networking opportunities.

Mentors for novice teachers/provisional teachers will become well prepared via training and consistently supported in their efforts to assist and train novice teachers/provisional teachers. Mentors will be prepared to be confidential and supportive leaders for the novice teacher. Mentors will share professional experiences and knowledge and assist the novice teacher in the development of a Professional Development Plan and implementation of the Core Curriculum Content Standards, Common Core State Standards and Next Generation Science Standards (as needed). Mentors will be provided with the means to coach, reflect, problem-solve, assess, reflect with the novice teacher. The mentor will help develop in collaboration with the novice teacher: best practices, classroom management, and conflict resolution and time management skills. The mentor will also assist in development of lesson plans, school and district policies and procedures including student assessment, curriculum, guides and supplemental resources and help the novice teacher implement Core Curriculum Content Standards, Common Core State Standards and Next Generation Science Standards. The mentor will build a trusting relationship and work as a team member with ongoing positive communication. The mentor will have a minimum of three year teaching experience, evidence of excellent teaching determined as Effective or Highly Effective on the most recent summative evaluation, a valid New Jersey teaching certificate, a willingness and eagerness to commit to professional development and to meet frequently with a novice teacher. The mentor will demonstrate a sincere love of children and teaching a thirst for life-long learning, lessons, share knowledge, skills and information with

the novice teacher and act as a model of exemplary teaching skills and educational practices necessary to maintain excellence in teaching. As well as assist Novice teachers/provisional teachers in the performance of their duties and adjustment to the challenges of teaching.

Novice teachers/provisional teachers and their mentors will be provided time and opportunities to work together on a daily and on-going basis. Novice teachers/provisional teachers will be given the opportunity to visit other classrooms to develop background and model effective teaching practices. The mentoring experience gives novice teachers/provisional teachers access to the skills, knowledge, and abilities of their mentors in a way to develop and foster growth, confidence and awareness of the vast responsibilities of an educator. Through the mentor the novice teacher and mentor will address the following topics: teaching strategies, classroom management techniques, stages of teacher development, conferencing skills, policies and procedures of the school, district, mentoring program and the novice teacher, reflective teaching practices, communication skills and the development of a Professional Development Plan. Novice teachers/provisional teachers will be encouraged to develop and build relationships with parents, families and the larger community to support student learning and roles as active citizens. Novice teachers/provisional teachers will learn to adapt and modify instruction to accommodate exceptional learners and the broad range of learners in the classroom and implement a safe, supportive and respectful learning environment. These tasks will be supported and demonstrated by both the mentor, administration and learning community as a whole.

Section 2:
1st Year Non Tenure

(First Time Teacher in District; Has no prior teaching experience in a NJ School)

All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.

Prior to the first day of school, administration will host a New Teacher Orientation in which the following topics can be considered for discussion:

- Attendance procedures, grade maintenance, lesson plans
- Mentor procedures and expectations
- Procedures for textbooks and supplies
- Special education IEP's and inclusion
Parental communication
- Emergency exits and procedures
- Implementation of and curriculum
Paper work and deadlines
- Teacher evaluation system
- Accessing instructional materials and resources
- Using library

Section 3:
Non Tenured 1st Year

(First Time Teacher in District; has prior teaching experience in a NJ Public School)

- Participate in comprehensive orientation to district policies and procedures
- All non-tenured teachers in their first year of employment receive individualized supports and activities specified in the professional development plan (PDP) based on level and preparedness and experience
- Create professional development plan (PDP) within 30 days of new assignment

Section 4:

Novice Teachers/Provisional Teachers Holding CEAS (Traditional Route)

- Participate in comprehensive orientation to district policies and procedures
- Create professional development plan (PDP) within 30 days of new assignment
- All novice teachers/provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-one mentor upon beginning their contracted teaching assignment.
- All novice teachers/provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program (prorated for part-time teachers)
- Mentor/Mentee meet at least once per week for the first four weeks of assignment
- Mentor leads mentee in a guided self-assessment on district's teacher practice instrument

Section 5:

Novice Teachers/Provisional Teachers Holding CEAS (Alternate Route)

- Participate in comprehensive orientation to district policies and procedures
- Create professional development plan (PDP) within 30 days of new assignment
- All novice teachers/provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program (prorated for part-time teachers)
- Mentor/Mentee meet at least once per week for the first eight weeks of assignment
- Mentor leads mentee in a guided self-assessment on the district's teacher practice instrument.
- Mentor aligns support to mentee's preparation curriculum

Section 6:

Mentor Teacher

- Required; whenever possible to hold certification in same subject areas as novice/provisional teacher
- 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.
- Must be currently active teacher
- The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e)4 regarding summative evaluation ratings.*
- Beginning in 2015, mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation (in cases where summative evaluation is delayed, mentor has earned a rating of Effective or higher on teacher practice instrument)
- Each mentor teacher must understand resources and opportunities available and is able to act as a referral source and understands social and workplace norms of the district and community.
- Mentor agrees to confidentiality
- 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 N.J. Professional Standards for Teachers, the NJ Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- Mentor/Mentee meet at least once per week for the first four (traditional route) or eight (alternate route) weeks of assignment
- Mentor leads mentee in a guided self-assessment on the district's teacher practice instrument.
- Mentors must keep logs (see attached log) of contact time with mentee

Section 7

Payment Procedures

- Mentoring time is logged and mentor payments are handled through the district office
- Mentors must keep logs and submit logs to district office
- Payment of mentors is overseen by district administrative office
- Mentees may NOT pay mentors directly

Section 8 Mentor Requirements

The goal of the mentor/mentee relationship is to prepare, support, and guide new staff at Montague Township Schools in the following areas:

Professionalism:

Contract Issues

Benefits

Salary Guide

Discipline

Teaching Tips

Record Keeping

Time Management

Computer Use

Emotional:

Peer Support Group

Individual Needs

Social:

Meeting the Staff

Teacher's Lounge

Informational Gatherings

Academic:

Classroom Management

The following are minimum recommended interactions between mentor and mentee.

Contact	Time -- Minimums	Subjects Covered	Expected Outcomes
Mentor/Mentee	3 hours/1 per day for three days over the first two weeks	Check List -- Keys to Success	Positive start to the school year including all logistical requirements of the district and classroom.
Mentor/Mentee	6 hours; ½ hour/week as the mentor sees fit	Teaching styles, Students, Progress in the classroom	Ongoing evaluation/critique on all aspects
Classroom visits by the mentor	3 in-class visits during the first semester	Lessons; class management, etc.	Critique lessons and modify as necessary
Mentee visit to master teacher for lesson observation	2 - As agreed upon by the mentor and administration	Observe teaching techniques, etc....	Discuss observations
Mentor/Mentee	2 - 1 day workshops to be attended	Determined by Critique/PDP	Institute some part of the material covered in the classroom

Mentoring Activities

Before Mentoring Begins:

- Mentors receive training in communication, teacher observation, reflective teaching practices, conferencing and effective instruction skills
- Mentors and novice teacher attend orientation session covering program expectations, participant responsibilities, and program activities
- Mentors and Novice teachers meet in the Novice teachers' classroom to talk about practical considerations for the opening of school, such as: room assignment, classroom rules, school procedures, obtaining supplies and lesson plans for the first week

During the First Few Months of School:

- Mentors and Novice teachers' meet frequently both formally and informally to discuss issues of instruction and classroom management (4 weeks for Traditional Route, 8 weeks for Alternate route)
- Mentors provide emotional support to Novice teachers
- Mentors and Novice teachers pre-conference before observation and participate in a post-lesson conference
- Mentors observe Novice teachers once a week and give feedback

During the Remaining Months of the School Year:

- Mentors and Novice teachers continue to meet and conference
- Novice Teachers observe in mentor's classroom
- Mentors and Novice teachers establish a dialogue on effective teaching
- Mentors and Novice teachers discuss areas to create a Professional Improvement Plan
- Mentors assist Novice teachers in the practice of reflective teaching practices

At the End of the School year:

- Mentors and Novice teachers evaluate the program
- Mentors and Novice teachers create a Professional Improvement Plan

Section 9

Support Activities

District resources that will be used to support the implementation of the local mentoring plan:

- Release time for classroom visitations (as required)
- Common prep periods (if possible)
- Articulation meetings
- Substitute coverage (as required)
- Participation in district sponsored workshops
- Out of district workshops -as approved by administration
- New teacher in-service programs including mentor / novice teacher program
- In district technology integration training (as needed)
- Professional Learning Communities
- District In Service Days
- Support in implementation of the Professional Development Plan
- Support in the implementation of School District Goals
- Curriculum or Grade Level Articulation Release Days

Section 10

Additional Resources and Documents

Resource Number 1: No Fault Exit Policy

Resource Number 2: Mentor Documentation log

Resource Number 3: Discussion topics for Team

Resource Number 4: Data Collection

Resource Number 5: Classroom visits-pre

Resource Number 6: Conferencing Q's

Resource Number 7: Post lesson

Resource Number 8: Conferencing

Resource Number 9: Questions

Resource Number 10: Orientation to procedures

Resource 11: NJ Professional Teaching Standards

Resource #1

No-Fault Exit Process

Matching mentors and novice teachers requires the assessment of specific criteria and information from both participants. Most matches will be very successful; however, in some situations this may not be the case.

If a mentoring relationship does not gel or if it does not provide a significant degree of satisfaction for either participant, there must be a way to conclude the relationship without damage to anyone. Consideration should be given to the fact that the participants may well become colleagues in the future. Deciding at the beginning of the mentoring for quality induction program how a non-collegial relationship will be concluded is important and can be something like having a "prenuptial contract" or "no-fault divorce."

This feature or process involves a mutual agreement which must be emphasized to both mentors and Novice teachers in a joint orientation session and discussed by the participants in their first meeting. It could also be a statement added to a mentoring contract.

The agreement should specify that either party has the option of discontinuing the mentor-novice teacher relationship for any reason, expressed or not. Either participant may choose to notify the other of the desire to discontinue or consult with the school leader or program coordinator to seek support in concluding the relationship.

The no fault exit strategy should not be used as an excuse to avoid dealing with a difficult situation. If the mentor believes the novice teacher is experiencing extreme difficulty and needs more assistance than he/she can provide, then the mentor must provide this feedback to the novice teacher after consultation with the school leader or the program coordinator.

A suggested protocol for a graceful exit:

- Phone school leader or program coordinator to alert them of the difficulties being encountered and request dissolution of the mentor-novice teacher partnership.
- School leader or program coordinator discusses the need for an exit with the mentor and novice teacher.
- Partnership is dissolved.
- New match is made.

Ensure that no blame is attached to either partner in a no-fault exit process.

Resource #2

Mentoring Documentation Log

Mentor:

Novice Teacher:

Date	# of minutes	Observation Topic	Demonstration	Conference	Comments/ Summary/ description

Questions and issues to address:

Ideas generated during interaction:

Practical Applications:

Resource #3

Discussion Topics for Mentor and Novice Teacher

The following areas should be considered for discussion between mentor and novice teacher.

- Lesson Plans
- Large-Group Instruction
- One-to-One Instruction
- Informal Classroom Assessment
- Producing instructional Material
- Rapport with Faculty and Staff
- Cultural and Ethic Awareness
- Cooperative Learning
- Educational Philosophy
- Time Management
- Alternate Assessment
- Grading Procedures
- Special Events and Activities
- Classroom Safety and Procedures Field Trips
- Report Cards/Progress Reports/Bi-Weekly Progress Sheets
- Meeting Deadlines
- Professional Development
- Substitute Teacher Plans
- Small-Group Instruction
- Classroom Behavior Management
- Curriculum
- Multiple Intelligences and Learning Styles
- Expectations of Student
- Achievement
- NJ Core Curriculum Content
- Standards
- Content Area
- Teaching Styles (observing other teachers)
- Record Keeping
- Development and Assignments of Projects
- Confidential Information (spoken and written)
- Testing Procedures
- Year-End Responsibilities
- Referral of Special Needs Students
- Referral of Exceptional or Gifted students

Resource #4

Examples of Data Collection and Observation Areas

The following list should be considered by both mentor and Novice teachers as areas of data collection and observational areas to discuss and monitor during class visitations.

- Teacher-Student Ratio of Student Time on Task
- Verbal Flow
- Teacher Proximity to Students
- Wait Time
- Questioning Skills
- Reinforcement
- Use of Motivation
- Instructional Strategies
- Curriculum Approaches
- Teacher Expectations/Student Achievement
- Active Participation Techniques
- Gender Expectations/Student Achievement
- Particular Child or Small-Group Focus
- Overall Classroom Culture
- Other

Resource #5

Pre-lesson Conferencing Questions

Prior to a class observation the Mentor and Novice Teacher should meet and discuss the following:

What is the intent of the lesson?

What assumptions are you making about the learner?

What problems are you anticipating?

How will you adjust your lesson if students are not responding as you expected?

What activities for the lesson are planned and what will students learn from these activities?

What do you anticipate students will be doing during this particular activity? What will their overall expression be while doing it?

How will you determine if you are successful in achieving goals and objectives of the lesson plan?
What behaviors are you looking for in students if they achieve the goal?

What strategies will you be using? And what are you expecting students to do in each of the activities guided by your strategies?

What needs to be observed?

What anxieties are you anticipating and how can I help you feel more comfortable?

What do you want me to look for? What do you want me to do while the lesson is progressing?

What, if anything, can I do prior to the lesson?

Resource #6

Post-lesson Conferencing Questions

After a class observation the Mentor and Novice Teacher should meet and discuss the following:

Did you meet the goals and objectives of your lesson? How successfully?

What issues would you like to focus on?

In what ways was conducting this lesson different/same from what you planned? What was different about your actions? Why did you change from your original plan?

What was different/anticipated in the student reaction/actions from what you expected?

What did you feel you did well during the lesson?

What were you having difficulty with? Why do you think this was difficult or not handled as effectively as you would have liked?

What will you do differently the next time you present a lesson? And if you change, what do you think will result in terms of you, the students and future instructional events?

What techniques or practices would you like to maintain? Why?

What do you want to focus on the next time we meet? And when would you like to meet?

Resource #7

Orientation to School Procedures

Areas of discussion to consider prior to the start of school

- Suggestions for the first day and week with students
- Attendance procedures, grade maintenance, lesson plans
- Examples of room arrangements and wall space
- Reading group and other small group practices and suggestions
- Mentor class procedures and expectations
- Suggestions for classroom management
- Hall passes, nurse pass, discipline, parent pickup, progress reports, etc...
- Communicating and answering questions from parents
- Procedures for textbooks and supplies
- Special education IEP's and inclusion
- Back to School Night
- Phone and parental communication log
- Emergency exits and procedures
- Implementation of and curriculum materials, controversial topics
- Paper work and deadlines
- Teacher evaluation system
- Expectations of principal and colleagues
- Motivating learners
- Accessing instructional materials and resources
- Using library
- Supervising after school activities, meetings

Resource #8

Novice teachers Reflective Journaling Questions

The novice teacher should take the time to reflect on teaching practices and strategies. The following is a guide of questioning for reflective thinking

1. I am excited by the opportunity to
2. I have noticed I am doing well with
3. I am curious about. ..
4. The most important lesson I've learned this year. ..
5. I can contribute to the professional school community by ...
6. As a result of my instruction this week, my students can...
7. If I could relive one day this week, it would be ...
8. Given what I know now I would change ...
9. I felt the most connected, engaged, or affirmed as a teacher this week when ...
10. I felt the most disconnected, disengaged, or discouraged as a teacher this week
when ...
11. This week I am most proud of
12. This week I learned ...

Resource #9

Pre-Mentoring Survey for Novice teachers

This survey lets the novice teacher self-evaluate strengths and weaknesses, as well as supply background and experience to assist the mentoring procedure.

1. List previous teaching experience, including student teaching.
2. List your strongest assets as a teacher

How would you rate your skills in the following areas?

1 = developing 2 = confident 3 = accomplished

lesson planning

planning for substitute

large-group instruction

small-group instruction

one-to-one instruction

behavior management

developing and administering informal classroom assessments

planning instructional units

planning and producing instructional materials

planning for students with special needs, including "at risk" and "gifted"

parent conferences and communications

Dealing with crisis in the classroom

Establishing rapport with faculty and staff

Understanding learning and teaching styles

Understanding cultural and ethnic differences

Ability to set appropriate levels of expectations for student achievement

Please list any other areas of concern:

Resource #10

Thinking Steps for Lesson Planning

Lesson Objective:

What do I want students to know and/or be able to do by the end of this lesson?

- How will I communicate the objective to them, or is it important for this lesson that they discover that for themselves?
- How will they prove that they have achieved this objective?

Focus:

How will I achieve student focus at the beginning of my lesson?

- Will I use an anticipatory set (an opportunity for all learners to bring to mind what they already know about the new learning)?
- Will I use some other means to focus student attention on the learning? (i.e. novelty, discrepant event, etc.)

Value:

- What is the rationale for the learning objective? How and when will I share this with students?

Input:

How will students learn the new knowledge and skills?

- Will they read about it? See a model or videotape? Hear about it from me, from a guest speaker, from another student?
- How will I involve students actively in this process?

Check for Understanding (Monitoring):

How will I know that all students have met the objective?

- How will I elicit an observable behavior from all the students that proves the lesson objective, so that I can make an informed decision about what to do next?
- How will I observe this -from each student?

Adjust:

- What will I do for students who are having trouble with the learning or who move quickly through the learning objective?
- Do I have supplementary materials that may make re-teaching or acceleration easier or more effective?

Will I:

- Tutor them individually?
- Pair them up with students who meet the objective?
- Put them in a group and work with them together?

Practice:

- Is this a skill or body of knowledge that needs practice?

- Have I monitored all students before providing practice, so that no one is practicing incorrectly?
- Have I noted in my plan book to be sure to come back to this learning later in the year to reinforce it?

Closure:

- What is the easiest way to have all students reflect on the learning they have some in this lesson?

Materials:

- What materials, resources and equipment do I need for this lesson?

Student Set-Up:

- What do students need to have ready?
- How will I have them seated?
- If they will be working in groups, how will those groups be formed? How will I ensure that all group members participate?

Resource #11
NJ Professional Standards for Teachers

New Jersey Professional Standards for Teachers Alignment with InTASC
NJAC 6A:9-3 (effective May 5, 2015)

On April 1, 2015, the State Board of Education adopted updated Professional Standards for Teachers and School Leaders. The standards are listed below and the Department has also provided this Overview of the Professional Teaching Standards. Text in bold reel type indicates additions and changes to the 2011 In TASC Model Core Teaching Standards to adapt them to our state context. Annotations about the changes are in blue type.

Professional Standards for Teachers

6A:9-3.1 Purpose

- (a) The Professional Standards for Teachers identify the knowledge, skills, and dispositions that teachers need to practice responsibly.
- (b) The Professional Standards for School Leaders identify the knowledge, skills, and dispositions that school leaders need to practice responsibly.
- (c) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the accreditation of preparation programs, recommendation of candidates for certification, induction, educator evaluation, and the approval of professional development.
- (d) The level of mastery of the professional standards for teachers and school leaders shall be on a continuum from pre-service and novice through veteran educator.

6A:9-3.3 Professional standards for teachers

- (a) Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the [following] standards in (a) through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

The Learner and Learning (Standard 1-3)

1. Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

i. Performances:

- (1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- (2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

- (1) The teacher understands how learning occurs--how learners construct knowledge, acquires skills and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- (2) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- (3) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- (4) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.
- (5) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii Critical Dispositions

- (1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- (2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- (3) The teacher takes responsibility for promoting learners' growth and development.
- (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

i. Performances

- (1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- (2) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- (3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- (4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- (5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- (6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications,

adaptations and specialized strategies and techniques, including the use of assistive technology. (from 2004 NJ Standard 7.6 and 7.8)

ii. Essential Knowledge

- (1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities. (2004 NJ Std 7.2)
- (2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- (3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- (4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- (5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- (6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii Critical Dispositions

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- (3) The teacher makes learners feel valued and helps them learn to value each other.
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

3. Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

i. Performance

- (1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- (2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- (3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- (4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge

- (1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- (2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- (3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- (4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- (5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- (6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene. (addition based on NJ legislation)

iii Critical Dispositions

- (1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- (2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- (3) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (4) The teacher seeks to foster respectful communication among all members of the learning community.

Content Knowledge (Standards 4-5)

4. Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances

- (1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- (2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- (3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

- (4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- (5) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- (6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- (7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- (8) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- (9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge

- (1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- (2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding
- (3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- (4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- (5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- (6) The teacher understands that literacy skills and processes are applicable in all content areas and helps students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing. (2004 NJ Std 1.3)
- (7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems. (2004 NJ Std 1.4)

iii Critical Dispositions

- (1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- (2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- (3) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- (4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
- (5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life. (from 2004 NJ Std 1.6)

5. Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances

- (1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications)
- (2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- (3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- (4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- (5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- (6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- (8) The teacher develops and implements supports for learner literacy development across content areas.

ii. Essential Knowledge

- (1) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- (3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- (4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- (5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- (6) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- (7) The teacher understands creative thinking processes and how to engage learners in producing original work.
- (8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii Critical Dispositions

- (1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- (2) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- (3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice (Standard 6-8) 6.

Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

i. Performances

- (1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- (2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- (3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- (4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- (5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- (6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- (7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- (8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- (9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- (2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- (3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners
- (4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (6) The teacher knows when and how to evaluate and report learner progress against standards.
- (7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii Critical Dispositions

- (1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their

progress.

- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

i. Performances

- (1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- (2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- (3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- (4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- (5) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- (6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ii. Essential Knowledge

- (1) The teacher understands content and content standards and how these are organized in the curriculum.
- (2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- (3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- (5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs. (to align with NJ special education priorities)
- (6) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

iii Critical Dispositions

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- (3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. Standard Eight :Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Performances

- (1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- (2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- (3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- (4) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- (5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- (6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- (7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- (8) The teacher uses a variety of instructional strategies to support and expand learners communication through speaking, listening, reading, writing, and other modes.
- (9) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge

- (1) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- (4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- (5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- (6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii Critical Dispositions

- (1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- (3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- (4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs

Professional Responsibility (Standards 9-11) 9

Standard Nine: Professional Learning

[Note: InTASC Standard Nine is titled Professional Learning and Ethical Practice. The Ethical Practice component of this standard was moved to create a separate NJ Standard 11 : Ethical Practice and all the InTASC Std 9 items addressing ethical practice were moved to NJ Std 11.]

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

i. Performances

- (1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- (2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- (3) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- (4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

[Note: InTASC 9 Performances (e-f) moved to NJ Standard 11 Performances (1) and (2)]

ii. Essential Knowledge

- (1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- (2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- (3) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

[Note: InTASC 9 Essential Knowledge (i-j) moved to NJ Standard 11 Essential Knowledge (3) and (4)]

iii Critical Dispositions

- (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

(2) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(3) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

10. Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

i. Performances

(1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

(2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

(6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(8) The teacher uses and generates meaningful research on education issues and policies.

(9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(11) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ii. Essential Knowledge

(1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii Critical Dispositions

- (1) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- (2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- (3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- (4) The teacher takes responsibility for contributing to and advancing the profession. (5) The teacher embraces the challenge of continuous improvement and change.

11. Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (2004 NJ Std 11: Professional Responsibility) [Note: InTASC has no eleventh standard. This one is derived from the 2004 NJ Std. 11 on Professional Responsibility]

i. Performances

- (1) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (moved from 2011 InTASC 9(e))
- (2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. (moved from 2011 InTASC 9(f))
- (3) The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment; (2004 NJ Std. 11iii(1))
- (4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice. (2004NJ Std 11 iii(2))
- (5) The teacher maintains professional relationships with students and colleagues. (2004 NJ Std 11iii(3))
- (6) The teacher provides access to various points of view without deliberate distortion of subject matter. (2004 NJ Std 11iii(4))
- (7) The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner. (2004 NJ Std 11 iii(5))

. Essential Knowledge

- (1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. (moved from 2011 InTASC 9(i))
- (2) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, responding to harassment, intimidation, bullying and suicide.) (Moved from 2011 InTASC 9U); language added to align with HIB statute)

- (3) The teacher understands his/her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements. (2004 NJ Std 11i(1))
- (4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues. (2004 NJ Std 11i(2))

iii Critical Dispositions

- (1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession. (2004 NJ Std 11ii(1))
- (2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom as well as an employee vested with the public trust. (2004 NJ Std 11ii(2))
- (3) The teacher recognizes, respects and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately. (2004 NJ Std 11ii(3))
- (4) The teacher recognizes their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy. (2004 NJ Std 11ii(4))

For More Information

Visit www.nj.gov/education/profclev/.

To share questions or comments, please email TeachPD@doe.state.nj.us.

Mentor Training Videos

Mentor Training is required for a district's mentoring plan. The three videos listed below provide fundamental training and information for mentors to utilize in their role.

- <https://youtu.be/t52fWea7toM> (Part 1)
- <https://youtu.be/iQDQnpviF64> (Part 2)
- <https://youtu.be/9VuNIYnSd7U> (Part 3)