

N.J.A.C. 6A:9C, Professional Development

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Chapter 9C. Professional Development

Subchapter 1. Scope and Purpose

6A:9C-1.1 Scope

This chapter sets forth the rules governing professional development for active teachers, school district leaders, and school leaders. This chapter also contains the rules governing teacher mentoring required for a certificate pursuant to the TEACHNJ Act (N.J.S.A. 18A:6-117 et seq.).

6A:9C-1.2 Purpose

- (a) The purpose of this chapter is to set forth the requirements for a system of high-quality professional development that continuously serves educators' professional learning and practice in support of positive learning outcomes for all New Jersey students and to support improved student achievement of the New Jersey Student Learning Standards (NJSLs).
- (b) Educator development occurs along a continuum of rigorous pre-professional preparation, certification, and professional development to prepare educators.

Subchapter 2. Definitions

6A:9C-2.1 Definitions

The definitions set forth in N.J.A.C. 6A:9-2.1 shall apply to the words and terms used in this chapter.

Subchapter 3. Professional Development Components and Standards for Professional Learning

6A:9C-3.1 Components and standards

This subchapter's components and standards shall serve as indicators to guide the policies, activities, facilitation, implementation, management, and evaluation of a system of high-quality professional development.

6A:9C-3.2 Components of professional development

- (a) Professional development shall align with the Professional Standards for Teachers and the Professional Standards for School Leaders at N.J.A.C. 6A:9-3, the standards for professional learning at N.J.A.C. 6A:9C-3.3, student learning and educator development needs, and school, school district, and/or State improvement goals.
- (b) Professional development shall encompass a broad range of professional learning that contributes to improved practice, including, but not limited to:
 - 1. Participation in the work of established collaborative teams of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaged in a continuous cycle of professional improvement focused on:
 - i. Evaluating student learning needs through ongoing review of data on student performance; and
 - ii. Defining a clear set of educator learning goals based on the rigorous analysis of data on student performance.
- (c) Professional learning shall incorporate coherent, sustained, and evidence-based strategies that improve educator effectiveness and student achievement, such as job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.
- (d) Professional learning may be supported by external expert assistance or additional experiences that:
 - 1. Address defined student and educator learning goals;
 - 2. Advance primarily ongoing school-based professional learning; and
 - 3. Include, but are not limited to, in-person, virtual, and/or remote courses, workshops, institutes, networks, and conferences provided by for-profit and nonprofit entities outside the school such as universities, educational service

agencies, technical assistance providers, networks of content specialists, and other education organizations and associations.

6A:9C-3.3 Standards for professional learning

(a) Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:

1. Rigorous content for each learner:
 - i. Equity practices: Professional learning results in equitable opportunities and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts; embrace student assets through instruction; and foster relationships with students, families, and communities;
 - ii. Curriculum, assessment, and instruction: Professional learning results in equitable opportunities and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction; and
 - iii. Professional expertise: Professional learning results in equitable opportunities and excellent outcomes for all students when educators apply the NJSLs and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning;
2. Transformational process:
 - i. Equity drivers: Professional learning results in equitable opportunities and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues;

- ii. Evidence: Professional learning results in equitable opportunities and excellent outcomes for all students when educators create expectations regarding, and build capacity for, the use of evidence from multiple sources to plan educator learning, and measure and report the impact of professional learning;
 - iii. Learning designs: Professional learning results in equitable opportunities and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs; and
 - iv. Implementation: Professional learning results in equitable opportunities and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning; and
3. Conditions for success:
- i. Equity foundations: Professional learning results in equitable opportunities and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable opportunities for access to learning, and sustain a culture of support for all staff;
 - ii. Culture of collaborative inquiry: Professional learning results in equitable opportunities and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students;
 - iii. Leadership: Professional learning results in equitable opportunities and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to

- build educator capacity, and advocate for professional learning by sharing the importance and evidence of the impact of professional learning; and
- iv. Resources: Professional learning results in equitable opportunities and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Subchapter 4. District-Level, School-Level, and Individual Professional Development Requirements

6A:9C-4.1 General provisions

- (a) The purpose of this subchapter is to describe requirements for:
 1. District- and school-level professional development plans;
 2. Individual professional development for active teachers and school leaders; and
 3. The State Professional Learning Committee.
- (b) This subchapter applies to:
 1. All active teachers, defined as staff whose positions require possession of the instructional or education services certificates in accordance with N.J.A.C. 6A:9B-8 through 11A and 14;
 2. All active school leaders serving on a permanent or interim basis whose positions require possession of a school administrator certificate, or a principal or supervisor endorsement, in accordance with N.J.A.C. 6A:9B-12 and 13; and
 3. School districts and to any nonpublic school that chooses to participate in the professional development requirements for teachers and school leaders pursuant **to** this subchapter and whose staff members hold positions that require the possession of the instructional, educational services, or administrative certificates. Hereinafter in this subchapter, the terms “district board of education,” “school district,” or “school leaders” include the applicable staff or governing bodies of

nonpublic schools that choose to participate in the professional development requirements for teachers and school leaders in the subchapter.

- (c) Each district board of education shall ensure all teachers and school leaders receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective professional development plans.

6A:9C-4.2 District- and school-level plans for professional development implementation

- (a) The school district plan shall:
 - 1. Provide information on school-level and districtwide professional learning opportunities, the resources being allocated toward their support, and a justification for the expenditures; and
 - 2. Include any professional development required by statute or regulation.
- (b) The chief school administrator, or the chief school administrator's designee, shall oversee the development and implementation of the school district plan to address school districts' professional development needs. The chief school administrator, or the chief school administrator's designee, shall review on an annual basis, the school district plan to assess its effectiveness and revise it, as necessary, to meet the school district's learning goals for students, teachers, and school leaders. When overseeing and reviewing the school district plan, the chief school administrator, or the chief school administrator's designee, shall:
 - 1. Review school-level professional development plans;
 - 2. Assess the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school- and district-level performances;
 - 3. Plan, support, and implement professional learning that addresses the NJSLS, and that align with the standards for professional learning at N.J.A.C. 6A:9C-3.3 and

the Professional Standards for Teachers and the Professional Standards for School Leaders at N.J.A.C. 6A:9-3;

4. Develop and update, as necessary, the district mentoring plan for nontenured teachers, including novice provisional teachers who hold a CE or CEAS, in accordance with N.J.A.C. 6A:9C-5.3;
 5. Present the plan to the district board of education to review for fiscal impact;
 6. Certify that the school district is meeting the requirements for the school district plan as set forth in this section and that it includes requirements of the district mentoring plan pursuant to N.J.A.C. 6A:9C-5.3. The chief school administrator, or the chief school administrator's designee, shall submit the certification annually to the Department through a statement of assurance; and
 7. School districts sending to the same middle and/or high school may form a regional consortium to develop one districtwide plan that incorporates the sending schools' plans.
- (c) The principal shall oversee the development and implementation of a plan for school-level professional development. The principal shall ensure:
1. The school-level plan:
 - i. Includes a description of school-level and team-based professional learning aligned with identified school goals; and
 - ii. Includes teacher and student learning needs; and
 2. All teachers receive the necessary opportunities, support, and resources to complete individual professional development requirements pursuant to N.J.A.C. 6A:9C-4.4(a).
- (d) The school-level plans shall become part of the school district plan for professional development overseen and reviewed by the chief school administrator.

6A:9C-4.3 Requirements for, and implementation of, school leaders' individual professional development plans

- (a) Each school leader shall create, implement, and complete an individual professional development plan (PDP) that:
1. Aligns with the Professional Standards for School Leaders set forth at N.J.A.C. 6A:9-3.4 and the standards for professional learning at N.J.A.C. 6A:9C-3.3;
 2. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the school leader;
 3. Identifies professional learning goals that address specific individual, school, or school district goals;
 4. Grounds professional learning in objectives related to improving teaching, learning, and student achievement, and aligns to the school and/or school district plan for professional development; and
 5. Includes training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2; and other statutory requirements related to student safety, bullying and harassment, and well-being.
- (b) Each school leader's individual PDP shall be developed by October 31, except:
1. If the school leader is hired after October 1, the PDP shall be developed within 25 working days of the school leader's hire.
- (c) Each chief school administrator shall develop an individual PDP for review by the district board of education. In developing the individual PDP, the following process shall be followed:
1. The district board of education shall review the chief school administrator's individual PDP, including the individual training needs pursuant to (a)5 above. The district board of education shall ensure the individual PDP aligns to school district goals and to the school district's plan for professional development.

2. The chief school administrator shall submit annually to the district board of education evidence of progress toward completion of the individual PDP. The chief school administrator also shall submit every three to five years, depending on the length of the chief school administrator's contract with the district board of education, summative evidence of plan completion.
 3. The chief school administrator may appeal to the executive county superintendent if the chief school administrator disagrees with the district board of education regarding PDP contents or progress toward completion. The executive county superintendent shall have final decision-making authority on all such matters.
- (d) Each leader whose position requires a school administrator, principal, or supervisor endorsement, but who does not serve as a chief school administrator of a school district shall develop, in collaboration with the leader's designated supervisor, an individual PDP. The leader shall provide to the leader's designated supervisor evidence of progress toward fulfillment of the individual PDP.
1. Each chief school administrator, or the chief school administrator's designee, shall:
 - i. Review each leader's PDP, including the training needs pursuant to (a)5 above, and ensure the individual PDP aligns to school and school district goals, and the school district's plan for professional development;
 - ii. Meet with each leader at mid-year to assess progress toward their individual PDP's completion or modification; and
 - iii. Review the individual PDP's status as part of the principal's, supervisor's, or other school leader's annual performance evaluation.
- (e) The school leader's designated supervisor, or the district board of education in the case of the chief school administrator, shall:
1. Use the performance evaluation process and professional development planning process to monitor the school leader's progress in meeting the professional

development requirements. If a school leader's progress is found to be inadequate, the school leader's designated supervisor or the district board of education shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and

2. Maintain accurate records of each school leader's progress in meeting the individual professional development requirements, pursuant to this subchapter. Such records shall include a copy of each school leader's current PDP and timeline, as well as any documentation and evidence showing the school leader's progress toward meeting the individual PDP's requirements.

(f) If a school leader leaves the employ of one New Jersey school district and is hired by another, the school leader's designated supervisor in the new school district, or the district board of education in the case of the chief school administrator, shall ensure a revised individual PDP appropriate to the new assignment is developed in collaboration with the school leader.

6A:9C-4.4 Requirements for, and implementation of, teachers' individual professional development plans

(a) Pursuant to N.J.S.A. 18A:6-128.a, each teacher shall be guided by an individual professional development plan (PDP), which shall include at least 20 hours per year of qualifying experiences that support student achievement, including achievement in academic, physical, social, and emotional learning. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.

(b) The content of each individual PDP shall be developed by each teacher's supervisor in consultation with the teacher. The individual PDP shall align with the Professional Standards for Teachers at N.J.A.C. 6A:9-3 and the standards for professional learning at N.J.A.C. 6A:9C-3.3.

- (c) Each teacher's individual PDP shall be updated annually no later than October 31, except:
 - 1. If the teacher is hired after October 1, the PDP shall be developed within 25 working days after the teacher's hire.
- (d) The individual PDP shall be modified during the year, as necessary, and shall specify at least:
 - 1. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation; and
 - 2. One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.
- (e) A teacher's individual PDP goals may necessitate more than the recommended minimum requirements set forth in this subchapter.
- (f) Progress on the individual PDP shall be discussed at the annual summary conference, pursuant to N.J.A.C. 6A:10-2.4, but may be discussed more frequently throughout the year.
- (g) Evidence of progress toward meeting the requirements of the teacher's individual PDP may be provided by the teacher or the teacher's designated supervisor. The evidence shall be reviewed as part of each annual summary conference.
- (h) Additional hours of qualifying experiences may be required for teachers in schools identified by the Commissioner as low-performing.
- (i) The teacher's designated supervisor shall:
 - 1. Use the teacher performance evaluation process and the professional development planning process to monitor each teacher's progress in meeting the professional development requirements. If a teacher's progress is found to be inadequate, the teacher's designated supervisor shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and
 - 2. Maintain accurate records of each teacher's progress in meeting the individual professional development requirements, pursuant to N.J.A.C. 6A:9C-4.3 and this

section. Such records shall include a copy of each teacher's current PDP and timeline, as well as any documentation and evidence showing the teacher's progress toward meeting the PDP's requirements.

- (j) If a teacher leaves the employ of one New Jersey school district and is hired by another, the previous employing school district shall share with the new employing school district the teacher's individual PDP and all supporting documentation. If the current individual PDP is found to be unsuitable to the teacher's new assignment, the new employing school district shall ensure a revised individual PDP and timeline is created in accordance with this section.

6A:9C-4.5 Requirements for, and implementation of, educational interpreters' individual professional development plans

- (a) Each educational interpreter shall be guided by an individual professional development plan (PDP), which shall include at least 10 hours per year of qualifying experiences that support improved practice. The 10-hour annual qualifying experience shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment or an absence, including the use of family or medical leave.
- (b) The content of each individual PDP shall be developed by the educational interpreter's supervisor in consultation with the educational interpreter.
- (c) PDP requirements for a teacher at N.J.A.C. 6A:9C-4.4(c), (e), (f), (g), (h), and (j) shall apply to an educational interpreter.

6A:9C-4.6 Requirements for, and implementation of, preschool paraprofessional's individual professional development plans

- (a) Each preschool paraprofessional working in a State-funded preschool program shall be guided by an individual professional development plan (PDP), which shall include at least 20 hours per year of qualifying experiences that support improved practice. The 20-

hour annual qualifying experience shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment or an absence, including the use of family or medical leave.

- (b) The content of each individual PDP shall be developed by the preschool paraprofessional's supervisor in consultation with the preschool paraprofessional and shall include coaching by a preschool instructional coach, a preschool intervention and referral specialist (PIRS), and any other coach the school district assigns to work with the preschool paraprofessional.
- (c) PDP requirements for a teacher at N.J.A.C. 6A:9C-4.4(c), (e), (f), (g), (h), and (j) shall apply to a preschool paraprofessional.

6A:9C-4.7 State Professional Learning Committee

- (a) The State Professional Learning Committee (Committee) shall advise the Commissioner on the professional development requirements for teachers and school leaders.

Specifically, the Committee may:

1. Develop and recommend a periodic review process for school district plans for professional development to ensure that professional learning opportunities: address the NJSLS; are aligned to the professional standards at N.J.A.C. 6A:9C-3.3; and target teacher and school leader professional learning needs as identified in the school district performance report;
2. Develop and recommend updated Professional Standards for Teachers and Professional Standards for School Leaders;
3. Develop and recommend support and resources related to the standards for professional learning;
4. Review the implementation of professional development requirements for teachers and school leaders, and provide recommendations;

5. Develop and recommend a periodic audit process for school district mentoring plans to assure mentoring plans requirements at N.J.A.C. 6A:9C-5 are met;
 6. Review research, best practices, and practitioner feedback, and provide ongoing recommendations to ensure professional development requirements continue to support teachers and school leaders in improving their practice to enable students to achieve high academic standards;
 7. Recommend and develop guidance for the implementation of teachers' and school leaders' individual PDPs to assure plans address the NJSLS, align to the Professional Standards for Teachers and the Professional Standards for School Leaders, and reflect State, school district, and individual educator needs;
 8. Recommend criteria for school district use in the selection of professional development providers;
 9. Develop and recommend support and resources for implementation of professional development related to equity, pursuant to N.J.A.C. 6A:7-1.6; and
 10. Advise on other matters related to professional learning as requested by the Commissioner.
- (b) The Committee shall consist of at least 16 members appointed by the Commissioner.
1. Each member shall serve a term of three years, renewable for one additional term.
 2. When a membership vacancy or change in a member's representation status occurs, the Commissioner shall appoint a new representative from the appropriate constituency to fill the vacancy in accordance with (c) below. The Committee may continue to carry out its responsibilities while vacancies are being filled.
- (c) The Commissioner shall ensure all major organizations representing teachers and school leaders have representation on the Committee. The Commissioner may invite nominations from professional associations and other interested parties. At a minimum, Committee membership shall be as follows:

1. Six teachers, with at least one from a charter school and at least one from each of the following levels: high school, middle school, and elementary school;
 2. Six school leaders, including three principals and three school district administrators, with at least one of the six from a charter school;
 3. One member of a district board of education;
 4. Two representatives from educator preparation programs, with at least one member representing an alternate-route educator preparation provider;
 5. One parent or community member; and
 6. The Commissioner, or the Commissioner's designee, serving as an ex-officio member.
- (d) The Committee shall replace the Professional Teaching Standards Board and the State Advisory Committee on Professional Development for School Leaders for the purpose of meeting the statutory requirements at N.J.S.A. 18A:26-2.9 and 18A:26-8.2, respectively.

Subchapter 5. District Mentoring Program

6A:9C-5.1 Requirements for district mentoring program

- (a) All school districts shall develop a district mentoring program to provide nontenured teachers, including novice provisional teachers who hold a CE or CEAS, with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs and to help them become effective professionals.
- (b) The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the NJSLs to facilitate student achievement and growth; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in performing their duties and adjusting to the challenges of teaching.

- (c) All district boards of education that employ nontenured teachers shall determine how each nontenured teacher in the first year of employment, which shall be equal to at least 30 weeks, shall be provided with the following supports:
1. Comprehensive induction to school district policies and procedures, including, but not limited to, introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric, including setting and assessing student learning through student growth objectives;
 2. Individualized supports and activities, which shall be based on the nontenured teacher's individual needs and shall be aligned with the Professional Standards for Teachers at N.J.A.C. 6A:9-3.3, the standards for professional learning at N.J.A.C. 6A:9C-3.3, and the school district's Commissioner-approved teaching practice instrument. The supports and activities shall be guided by:
 - i. The nontenured teacher's degree of preparation and experience;
 - ii. The nontenured teacher's individual professional development plan (PDP) developed in accordance with N.J.A.C. 6A:9C-4.4;
 - iii. Areas of focus within the district mentoring plan; and
 - iv. Goals of the school and school district plans for professional development as described at N.J.A.C. 6A:9C-4.2; and
 3. One-to-one mentoring, which is required for each novice provisional teacher as set forth at (d) below.
- (d) A district board of education shall provide an individual mentor to work one-to-one with a novice provisional teacher. The district board of education shall ensure:
1. Each novice provisional teacher is assigned an individual mentor at the beginning of the contracted teaching assignment;
 2. The mentor teacher provides observation and feedback, opportunities for the novice teacher to observe effective practice, and confidential guidance and

support in accordance with the Professional Standards for Teachers, and guides the teacher in a self-assessment on the school district's Commissioner-approved teaching practice instrument;

3. The one-to-one mentoring includes planned, weekly, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS for a minimum of 30 weeks, or proportionally longer if the novice provisional teacher holds a part-time teaching assignment;
 4. The mentor teacher and the novice provisional teacher holding a CEAS meet at least twice per week for the first four weeks of the teaching assignment;
 5. The mentor teacher and the novice provisional teacher holding a CE meet at least twice per week for the first eight weeks of the teaching assignment.
 - i. The one-to-one mentoring shall support the novice provisional teacher in achieving the curricular objectives of the formal instructional program in which the novice provisional teacher holding a CE is enrolled; and
 6. All contact time between the mentor teacher and the novice provisional teacher shall be recorded in a log, developed as part of the district mentoring plan, submitted to the chief school administrator or designee, and maintained within the school district.
- (e) All novice provisional teachers whose positions require possession of instructional certificates pursuant to N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9B-5.1 shall comply with the district mentoring program requirements.
- (f) District boards of education shall budget State funds appropriated for the novice teacher mentoring program.
1. Subject to availability, the Department shall appropriate State funds based on the number of novice teachers employed each year by a district board of education.

2. District boards of education shall ensure State funds appropriated for this program supplement, and not supplant, Federal, State, or local funds already devoted to planning and implementing a novice teacher mentor program.
3. District boards of education shall ensure State funds are used for one or more of the following:
 - i. Stipends for mentor teachers;
 - ii. The costs associated with release time;
 - iii. Substitutes for mentor and novice teachers; and
 - iv. Professional development and training activities related to the program.
4. If no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional period of teaching to obtain a standard certificate shall be responsible for payment of mentoring fees during the first provisional year.

The employing school district may pay the cost of mentoring fees.

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

6A:9C-5.2 Mentor requirements

- (a) The chief school administrator shall oversee the mentor selection process and ensure the individual mentor of a novice provisional teacher meets the following minimum requirements:
1. Holds an instructional certificate and, when possible, is certified in the subject area in which the novice provisional teacher is working;
 2. Has at least three years of experience and has taught full-time for at least two years within the last five years;
 3. Does not serve as the mentee's direct supervisor nor conduct evaluations of teachers;
 4. Demonstrates a record of success in the classroom;

- i. All mentor teacher applicants shall have received a summative rating of effective or highly effective on the most recent summative evaluation, pursuant to N.J.A.C. 6A:10.
 - ii. A mentor teacher applicant in a school or school district not required pursuant to N.J.A.C. 6A:10-1 to issue summative evaluations shall demonstrate at least one year of effective teaching on their most recent evaluation as determined by the mentor teacher's supervisor;
5. Understands the social and workplace norms of the school district and the community it serves;
6. Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and
7. Completes a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for Teachers, NJSL, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice.

6A:9C-5.3 District mentoring plan

- (a) The chief school administrator, or the chief school administrator's designee, shall develop a district mentoring plan as part of the school district's professional development plan (PDP), pursuant to N.J.A.C. 6A:9C-4.4.
- (b) The district mentoring plan shall include:
 1. Logistics for its implementation;
 2. The school district's responsibilities pursuant to this subchapter; and
 3. Formal and informal resources and supports to guide novice provisional teachers throughout the entire provisional period.

- (c) The chief school administrator shall submit the district mentoring plan to the district board of education for review of its fiscal impact.
- (d) The chief school administrator, or the chief school administrator's designee, annually shall review the plan and revise it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance.
 - 1. The chief school administrator, or the chief school administrator's designee, shall collaborate annually with each school improvement panel to review the district mentoring plan, consider ways to support the plan at the school level, and take steps to ensure that all new teachers are receiving the necessary professional supports.
 - 2. Each school improvement panel shall oversee the school-level implementation of the district mentoring plan and shall communicate the plan to all nontenured teachers and their mentors.
- (e) The chief school administrator, or the chief school administrator's designee, shall make available to all staff an electronic copy of the current district mentoring plan.

6A:9C-5.4 Mentoring and evaluation by approved agencies

An approved agency and its designated staff shall be authorized to provide the services, evaluations, and recommendations specified at N.J.A.C. 6A:9B-8.6, 8.7, and 8.9 for provisional Teachers of Supplemental Instruction in Reading and Mathematics, Grades K-8 in their employ.