



Overview of 2014 New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9B-8)

Background

Effective May 5, 2014, the [rules for new teacher mentoring](#) have been amended to better align with the TEACHNJ Act of 2012, to reduce district reporting burdens, and to promote flexibility and accountability for district implementation. Each public school district is still required to implement a system of supports for new teachers.¹ Studies of support programs for new teachers have documented their effectiveness in transitioning teachers into practice.² A comprehensive district mentoring program, as described in these regulations, aims to:

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

For more information, please visit <http://www.nj.gov/education/profdev/mentor/> or email teachpd@doe.state.nj.us.

Updates in Regulations

The regulations expand the scope of support which districts must provide to novice teachers (those new to the profession and serving under a provisional certificate) and experienced teachers new to a district. Individual 1-1 mentoring is still required for novice teachers. In addition, all non-tenured first-year teachers must receive individualized support developed collaboratively with the supervisor and aligned with state standards and school/district expectations for teacher effectiveness. In addition, regulations:

- Specify a comprehensive orientation to the district for all new first-year teachers;
- Specify minimum mentoring requirements during the critical first weeks of employment;
- Specify particular mentor support activities for novice teachers;
- Update the training and experience requirements for teachers serving as 1-1 mentors;
- Require a log to record all contact time between the 1-1 mentor and the novice provisional teacher (see this [Optional Mentoring Log Template](#) for an example);
- Require all mentor payments to be handled by the district's administrative office;
- Give the chief school administrator (CSA) responsibility for district mentoring plan development;
- Require the CSA to share the plan with the district board of education for review of fiscal impacts;
- Require the CSA to submit a [Statement of Assurance](#) to the Department that the district is meeting the requirements for the mentoring program; and
- Align the three required formative and summative evaluations of the novice provisional teacher with required observations through AchieveNJ.

¹ Non-public schools may choose to follow the requirements which align to their operations. Novice teachers serving under the Charter School Certificate of Eligibility are not subject to these requirements.

² Ingersoll, R. & Strong, M. (June 2011). "The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.



The following tables provide detailed comparisons between the amended mentoring regulations and the previous requirements.

Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
District Implementation & Accountability	Mentoring plan development	Created by Local Professional Development Committee	CSA is responsible for creating the plan and determining implementation logistics
	Mentoring plan approval	<ul style="list-style-type: none"> Initially approved by district board Submitted to executive county superintendent for final approval NJDOE notified of plan approval 	<ul style="list-style-type: none"> Must be submitted to district board for review of fiscal impacts CSA must submit Statement of Assurance to County Office Plan kept in district
	Review of plan effectiveness	Plan revised every 3 years	<ul style="list-style-type: none"> Plan must be reviewed annually Statement of Assurance must be submitted annually
	School level implementation	Not addressed	<ul style="list-style-type: none"> Plan must be shared with each School Improvement Panel (ScIP) ScIP oversees implementation at school level
Mentoring Supports for Non-tenured, First-Year Teachers	Experienced teacher new to district	Not addressed	<ul style="list-style-type: none"> Comprehensive orientation to district policies and procedures Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience New PDP created within 30 days of new assignment
	Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing)	30 weeks of 1-1 mentoring	<ul style="list-style-type: none"> Comprehensive orientation to district policies and procedures One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers Mentor/mentee meet at least once/week for first 4 weeks of assignment Mentor leads mentee in guided self-assessment on district's teacher practice instrument
	Novice teacher, alternate route (holding Certificate of Eligibility)	34 weeks of 1-1 mentoring with additional supports in first 4 weeks	<ul style="list-style-type: none"> Comprehensive orientation to district policies and procedures One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers Mentor/mentee meet at least once per week for the first 8 weeks of assignment Mentor leads mentee in guided self-assessment on district's teachers evaluation instrument Mentor aligns support to mentee's preparation curriculum



Requirement	Area of Focus	Previous Regulations	Regulations Adopted May 5, 2014
Mentor Selection, Training, & Payment	Letters of recommendation	Required	Optional
	Certification	Required; whenever possible in same subject area as novice teacher	Same as before
	Effectiveness	Demonstrated command of content and pedagogy	<ul style="list-style-type: none"> • Mentor demonstrates a record of success in the classroom • Beginning in 2014-15, 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 rating of Effective or higher on teacher practice instrument³
	Teaching experience	<ul style="list-style-type: none"> • At least 3 years • Currently active 	<ul style="list-style-type: none"> • At least 3 years, with at least 2 completed within previous 5 • Currently active
	Knowledge of district	<ul style="list-style-type: none"> • Understands resources and opportunities available and is able to act as referral source • Understands social and workplace norms of district and community 	Same as before
	Confidentiality	Mentor agrees to maintain	Defined in regulations
	Professional relationship	Not addressed	Mentor may not serve as mentee's direct supervisor or conduct evaluations
	Training	<ul style="list-style-type: none"> • District makes provision for training • Mentor agrees to complete comprehensive training program • Training program curriculum unspecified 	<ul style="list-style-type: none"> • Training of mentors required • District makes provision for training • Training program curriculum must include, at minimum, training on the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Core Content Curriculum Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice
	Payment Procedures	Not addressed	<ul style="list-style-type: none"> • Mentors must keep logs of contact time with mentees • Mentors submit logs to district office • Payment of mentors overseen by the district administrative office • Mentees may not pay mentors directly

³ Since the Office of Evaluation has only provided conversions from numerical scores to rating categories for the summative score and not for evaluation components, the district should make its own determination about how to use the teacher practice score to identify eligible mentors in these cases.