



Mentoring Plan

2025 – 2026

Division of Staff Development

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Vision

Passaic Public Schools will become
the best urban school system in New Jersey.

Mission

Passaic Public Schools will provide an excellent education
that prepares our students for college and to earn high
paying jobs.

Passaic Public Schools

Mentoring Plan

Introduction

As a means of induction into the education profession and a member of the Passaic Public School staff, a variety of mentoring structures are available to new staff. All new staff will participate in the New Teacher Orientation (NTO), provided by the Passaic Public Schools in collaboration with the Education Association of Passaic, prior to the opening of school. The NTO is a comprehensive introduction including, but not limited to, district policies and procedures, teacher evaluation instrument, curriculum materials, and expectations of effective teaching practices.

Beyond the NTO, the district offers a variety of ongoing learning opportunities and supports for instructional staff throughout the school year including:

- Structured learning opportunities – *log on to Passaic weLearn to review available professional learning offerings*
 - Workshops provided after school at the building and district level
 - Online learning opportunities, both self-paced and facilitator-led
- On-going meetings/interaction with:
 - Assigned mentors
 - School leaders (principals and assistant principals)
 - District leaders (content directors and supervisors)
 - Instructional chairpersons
 - Teacher specialists
 - Content teacher-coaches
 - Achievement coaches.
- Classroom visitations
 - Mentor and mentee will work with the building principal to schedule visitations

Mentor Requirements

The district encourages and appreciates the staff who give back to the profession by being a mentor to a new staff member. All mentors have demonstrated success in the classroom and meet the requirements per N.J.A.C. 6A:9-8:

- Minimum of three years' experience with at least two years completed within the previous five-year period

- Earned a teacher practice rating of Effective or Highly Effective
- Earned a summative practice rating of Effective or Highly Effective
- Maintain a log of their contact with their mentee which will be submitted to the Division of Staff Development on the 30th of each month
- All potential mentors must complete the “Teacher Mentoring” online module found on *Passaic weLearn*.

Mentor/Mentee Meeting Requirements

- Experienced teacher new to district
 - 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)
 - Comprehensive orientation to district policies and procedures
 - One full school year of 1-1 mentoring from beginning of assignment, prorated 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)
 - Comprehensive orientation to district policies and procedures
 - One full school year of 1-1 mentoring from beginning of assignment
 - Mentor/mentee meet at least twice/week for first 8 weeks of assignment
 - Mentor leads mentee in guided self-assessment on district’s teacher practice instrument
 - Mentor aligns support to mentee’s preparation curriculum

Mentoring Logs

- Mentoring logs must be submitted to the Division of Staff Development on the 30th of each month for monitoring and review.
- All log templates and links may be found on Appendix A and B of the Mentoring Plan.
- Log must be submitted at [Tinyurl.com/PPSmentorlog](https://tinyurl.com/PPSmentorlog)

Initiating Mentor Process & Payment Information

If you are interested in mentoring one of your colleagues, potential mentors must complete the 'Teacher Mentoring' online module found in *weLearn* (course #EI-15540). After completing the module, provide the certificate number (found on your *weLearn* MyPD transcript) to the novice teacher (mentee) and have them submit the [Mentor Assignment Acceptance Form](https://form.jotform.com/72984952463167). **Only** the novice teacher may submit the form (<https://form.jotform.com/72984952463167>).

By completing the form, the mentee authorizes the automatic payment deduction (\$1000 for CE, or \$550 for CEAS, deducted over the next 10 pay periods) corresponding with the mentee's certification level.

Danielson Framework for Teaching

The district has adopted the 2022 Danielson Framework for Teaching as its Teacher Evaluation model. The district’s mentoring program is anchored in this framework. The Danielson Domain includes:

- **Danielson Domain 1 - Planning and Preparation**
- **Danielson Domain 2 - Learning Environments**
- **Danielson Domain 3 - Learning Experiences**
- **Danielson Domain 4 - Principled Teaching**

DOMAIN 1 PLANNING AND PREPARATION	DOMAIN 2 LEARNING ENVIRONMENTS	DOMAIN 3 LEARNING EXPERIENCES	DOMAIN 4 PRINCIPLED TEACHING
1a Applying Knowledge of Content and Pedagogy • Disciplinary Expertise • Pedagogical Content Knowledge • Knowledge of Interdisciplinary Relationships and Skills 1b Knowing and Valuing Students • Respect for Students' Identities • Understanding of Students' Current Knowledge and Skills • Knowledge of Whole Child Development • Knowledge of the Learning Process and Learning Differences 1c Setting Instructional Outcomes • Value and Relevance • Alignment to Grade-Level Standards • Clarity of Purpose • Integration of Multiple Aspects of Student Development 1d Using Resources Effectively • Instructional Materials • Technology and Digital Resources • Supports for Students 1e Planning Coherent Instruction • Tasks and Activities • Flexible Learning • Student Collaboration • Structure and Flow 1f Designing and Analyzing Assessments • Congruence with Instructional Outcomes • Criteria and Standards • Planning Formative Assessments • Analysis and Application	2a Cultivating Respectful and Affirming Environments • Positive Relationships • Sense of Belonging • Cultural Responsiveness • Positive Conflict Resolution 2b Fostering a Culture for Learning • Purpose and Motivation • Dispositions for Learning • Student Agency and Pride in Work • Support and Perseverance 2c Maintaining Purposeful Environments • Productive Collaboration • Student Autonomy and Responsibility • Equitable Access to Resources and Supports • Non-Instructional Tasks 2d Supporting Positive Student Behavior • Expectations for the Learning Community • Modeling and Teaching Habits of Character • Self-Monitoring and Collective Responsibility 2e Organizing Spaces for Learning • Safety and Accessibility • Design for Learning and Development • Co-Creation and Shared Ownership	3a Communicating About Purpose and Content • Purpose for Learning and Criteria for Success • Specific Expectations • Explanations of Content • Use of Academic Language 3b Using Questioning and Discussion Techniques • Critical Thinking and Deeper Learning • Reasoning and Reflection • Student Participation 3c Engaging Students in Learning • Rich Learning Experiences • Collaboration and Teamwork • Use of Instructional Materials and Resources • Opportunities for Thinking and Reflection 3d Using Assessment for Learning • Clear Standards for Success • Monitoring Student Understanding • Timely, Constructive Feedback 3e Responding Flexibly to Student Needs • Evidence-Based Adjustments • Receptiveness and Responsiveness • Determination and Persistence	4a Engaging in Reflective Practice • Self-Assessment of Teaching • Analysis and Discovery • Application and Continuous Improvement 4b Documenting Student Progress • Student Progress Toward Mastery • Shared Ownership • Maintaining Reliable Records 4c Engaging Families and Communities • Respect and Cultural Competence • Community Values • Instructional Program • Engagement in Learning Experiences 4d Contributing to School Community and Culture • Relational Trust and Collaborative Spirit • Culture of Inquiry and Innovation • Service to the School 4e Growing and Developing Professionally • Curiosity and Autonomy • Developing Cultural Competence • Enhancing Knowledge and Skills • Seeking and Acting on Feedback 4f Acting in Service of Students • Acting with Care, Honesty, and Integrity • Ethical Decision-Making • Advocacy

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Each topic in the “Monthly Mentoring Opportunities” section of the Mentoring Plan is linked to the Danielson Framework with a broad range of interactions in which the mentor and mentee will participate as it relates to their work.

Monthly Mentoring Opportunities

Each month presents opportunities for a variety of mentor/mentee conversations. The Monthly Mentoring chart below provides suggested conversations, as well as the professional activities occurring during that month. The topics referenced in the Monthly Mentoring chart align with the Danielson domains. Meetings must occur at minimum once per week at an agreed upon location between the mentor and mentee.

The list below serves as the minimum requirements with the mentor/mentee adding discussion topics relevant to the mentees needs.

September

Activity/Mentoring Conversation	Danielson Domain
Teacher Obligations: • Self evaluation • Professional Development Plan • Lesson plan review/feedback • How to take attendance in PowerSchool • How to set up electronic gradebook	Domains 1 and 4
Classroom Procedures: • Establishing consistent classroom routines and procedures • Establishing a culture for learning • Organizing the classroom	Domain 2
Instruction: • Developing lesson and unit plans that reflect important content concepts • Ensuring clear and accurate classroom explanations • Providing feedback to students that furthers learning	Domains 1 and 3
Professional Responsibilities: • Completing the PDP • Back To School Night • Accessing data in LinkIt and PowerSchool • Utilizing Passaic weLearn • Establishing the home & school connection	Domain 4

October

Activity	Danielson Domain
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Teacher Observations: Develop Student Growth Objective (SGO)	Domains 1, 2, 3 and 4
Classroom Procedures: - Establishing a culture for learning - Managing student behaviors	Domain 2
Instruction: - Interdisciplinary connections in plans and practice - Using data to inform instructional decisions	Domains 1, 3
Professional Responsibilities: Parent/Teacher Communication	Domain 4

November

Activity	Danielson Domain
Teacher Obligations: - Using data to inform instruction - Parent/Teacher Conferences - Report card preparation - Lesson plan review/feedback	Domains 1 and 4
Classroom Procedures: Communicating and maintaining high expectations	Domain 2
Instruction: - Reflecting on Teaching - Student assessment strategies	Domains 3 and 4
Professional Responsibilities: Parent/Teacher Communication	Domain 4

December

Activity	Danielson Domain
Classroom Procedures: Establishing consistent classroom routines and procedures	Domain 2
Instruction: Using data to inform instructional decisions	Domain 3

Professional Responsibilities: • Parent communication	Domain 4
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January

Activity	Danielson Domain
Classroom Procedures: • Maintain a culture and environment for learning • Management of instructional groups	Domain 2
Instruction: • Teacher effective written and oral language	Domain 3
Teacher Obligation: • Mid-Year SGO review • PDP interim review	Domains 1 and 4

February

Activity	Danielson Domain
Classroom Procedures: • Establishing consistent classroom routines and procedures	Domain 2
Instruction: • Using data to inform instructional decisions	Domain 3
Teacher Obligation: • Teacher Evaluation Reflection • Routines and systems that track student completion of assignments	Domains 1 and 4

March

Activity	Danielson Domain
Classroom Procedures: • Establishing consistent classroom routines and procedures	Domain 2
Instruction: • Using data to inform instructional decisions	Domain 3

Teacher Obligations: • Process for teacher summative evaluation • PARCC preparation	Domains 1 and 4
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April

Activity	Danielson Domain
Classroom Procedures: • Establishing consistent classroom routines and procedures	Domain 2
Instruction: • Using data to inform instructional decisions	Domain 3
Teacher Obligation: • Process for summative evaluation • Calculating final SGOs	Domains 1 and 4

May

Activity	Danielson Domain
Instruction: • Using data to inform instructional decisions	Domain 3
Teacher Obligation: • End of the year procedures	Domains 1 and 4

June

Activity	Danielson Domain
Teacher Obligations: • End of the year procedures • Professional Development Plan	Domains 1 and 4

Mentoring Plan Resources

The district resources that will be used to support the implementation of the mentoring plan.

Resources
Common planning time
Danielson Framework For Teaching
Faculty meeting times
Grade level meetings
Intervention and Referral Teams, Child Study Teams
Library of professional tapes and CDs for professional development
Literacy Coaches, Math Coaches and Master Teachers
Negotiated staff orientation day in August for new staff members
New Jersey Mentoring for Quality Induction Toolkit - found on the NJPEP website at http://www.state.nj.us/education/njpep/pd/mentor_toolkit/index.html
Preschool School-Based Social Workers and PIRTS (Preschool Intervention and Referral Team Specialists)
Professional books on mentoring and beginning teaching
Professional books provided in content areas
Professional development days within the school district
Professional development opportunities outside the school district
Professional learning communities with Achievement Coaches
Scheduling of coverage for classroom visitations
Scheduling of prep time for classroom visitations
Staff members who have been trained in the past to be mentors
Staff who have been trained to train new mentors
Time before/after student contact time for meetings
<i>Passaic weLearn</i> web-based professional development and evaluation system

District Personnel:

Position	Role
Director of Staff Development	Oversees all aspects of the mentoring program and plan evaluation Provides/coordinates initial and ongoing training to mentors
Division of Human Resources	Provide the Director of Staff Development and school leaders with the names of novice teachers who require mentoring. Collects required documentation for submission to the NJDOE.
School Leaders	Support the mentor trainer, mentors and novice teachers in their respective roles. In conjunction with their ScIP, select teachers who will serve as mentors.

Curriculum & Instruction Leaders	Support the mentoring plan by providing adequate professional development to novice teachers on district instructional strategies
School Improvement Committee (ScIP) Members	Provide ongoing training and support to mentors
Instructional Coaches	Provide instructional support through coaching and modeling.
Mentor	Provide support to novice teachers in the first year of teaching.

Appendix A

Mentoring Journal

Meeting Date:

Topic:

Notes:

Topic for future meeting/follow-up:

Appendix B

Monthly Mentoring Log

Month: _____ Year: _____ School/District:

Mentor Name: _____ Mentor Signature:

Mentee Name: _____ Mentee Signature:

Total Number of Mentoring Hours This Month: _____

Date	Time From: To:	Description of Activities	Total Time