Toms River Assistance and Induction of Novice Teachers

A Mentoring Handbook for the Novice Teacher and the Mentor Teacher

Toms River Regional Schools

2012—2013
TOMS RIVER MENTORING SUPPORT TEAM

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SCHOOL MENTORING SUPPORT TEAM

Principal

Assistant Principal

Supervisor

Mentor
SPECIAL PHONE NUMBERS

MY SCHOOL

MY MENTOR

MY TREA REP.

SCHOOL OFFICE

GUIDANCE OFFICE

NURSE’S OFFICE

CUSTODIAN

District 505-5500

Vicki Duff, Mentoring Coordinator 831-9031

Personnel 505-5528

Payroll 505-5621

Absentee Call-In 1-800-942-3767

TREA Office 505-5556

NJEA 1-609-599-4561
The Toms River Regional School District is committed to providing the support and training that our new colleagues deserve in the first two years in their chosen profession. We believe that a structured mentoring program will facilitate the development of a collaborative and reflective relationship between the novice teacher and the veteran that will encourage content mastery and deepen the understanding of pedagogical skills. This handbook will serve as one of the many resources available to guide our new teachers, our veteran teachers and our administrators through the two—year mentoring process.

Sharing is the essence of teaching. It is, I have come to believe, the essence of civilization... Without it, the imagination is but the echo of the self, trapped in a soundproof chamber, reverberating upon itself until it is spent in exhaustion or futility.

Bill Moyer

If you are aware of your weaknesses and are constantly learning, your potential is virtually limitless. You can build something that will be a legacy.  Jay Sidhu, Sovereign Bank
## THE NOVICE TEACHER.....
- Gains knowledge about district policies, job responsibilities, and school culture
- Has emotional support that eases many concerns and anxieties
- Improves teaching performance and promotes student learning
- Engages in professional growth activities that enhance knowledge of effective strategies and techniques
- Systematically builds on successful classroom practice
- Chooses to remain in the teaching profession and retains initial enthusiasm

## THE MENTOR TEACHER.....
- Becomes a more reflective practitioner
- Is more open to the challenges of systemic change
- Is able to transfer the knowledge and skills in effective classroom practice
- Retains the enthusiasm and motivation for teaching
- Is the recipient of new ideas from a fresh perspective
- Becomes a teacher leader
- Is recognized for contributing to the professional growth of themselves and others

## THE ADMINISTRATOR.....
- Is supported in efforts to improve teacher quality and effectiveness
- Has developed a cadre of teacher leaders to support reform efforts
- Retains the “best and brightest” teachers for the school
- Builds a feeling of collaboration within the school that encourages collegial problem solving
- Is the staff leader in promoting positive professional growth
- Identifies and resolves the problems faced by new teachers

## THE SCHOOL DISTRICT.....
- Retains quality teachers who understand the district and school culture
- Identifies and assists new teachers in resolving problems
- Creates cohesive schools that promote teacher professional training through learning communities
- Becomes known for their support of the professional staff and the achievement of their students
THE MENTORING PROCESS

Mentoring is not a new concept, nor is it the newest fad in education. It has existed since the time of the Greeks and Romans. Indeed, the success that most veteran teachers have achieved is due to having been mentored or “shown the ropes” by other veteran teachers over the course of the first couple of years. For many, mentoring was a buddy system, an informal gleaning of knowledge from the veteran next door. There are those for whom there was a special someone who was willing to decrease the anxiety level of those first months in the classroom, someone who was willing to find those missing resources, someone who could guide the new teacher through the maze of paperwork and planning. For a very few, there was little support because others were too busy surviving the first days in their own classroom.

For novice teachers today, those first exciting days in a new classroom can be a journey fraught with unknown roadblocks, detours, and stop signs. It also is a journey where wonderful rewards await the professional around the next curve. New teachers deserve a guide, an advisor, a friend to keep them moving in the right direction. In many ways, we all need mentors at various times in our careers. We need mentors who are prepared and trained. New Jersey has committed to that process and has recognized that a structured and formalized mentoring program invests heavily in the success and retention of our new teachers and the achievement of all of our students.

Mentors will be selected based on specific criteria. What can you expect of the person assigned to help you?

A MENTOR TEACHER will be:
- Skilled in the delivery of instruction and knowledgeable about content
- Enthusiastic about the profession
- A confidant who listens and guides
- Willing to take risks and look for new approaches
- Respected and trusted by colleagues
- Sensitive to the needs of others
- A team player
- Available for help and support
- Patient
- A leader
- A cheerleader and a coach
Novice Teacher—any teacher with fewer than two years of experience within the profession

Mentor Teacher—a tenured veteran teacher who willingly models and supports strategies and techniques that encourage new teachers to develop successful classroom practices and techniques that will enhance the learning of the students

Provisional Teacher holding a Certificate of Eligibility with Advanced Standing—a new teacher who has completed a state approved college teacher training program and has been hired to work within the classroom

Provisional Teacher holding a Certificate of Eligibility (Alternate Route)—a new teacher who has not completed a state approved college teacher training program and who must undergo formal instruction that consists of approximately 200 clock hours of study in essential areas of professional knowledge and skills at a district-operated or state-operated training center

Induction Partners—a veteran teacher and novice teacher who are paired by the principal in order to provide assistance and guidance to the new teacher

Two—Year Mentoring Program—a formal and structured state—funded program regulated by the state to ensure the support and guidance of new professionals

Mentoring Support Team—a building team consisting of the principal, assistant principal/supervisor and mentor teacher who will guide the new teacher in the first two years

Special Education Teacher—a fully certified new teacher who has a special education certification and will be mentored under the new state program
**ROLES AND RESPONSIBILITIES**

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<tr>
<th>Principal/Assistant Principal/Supervisor:</th>
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<tr>
<td>◆ Selects a mentor from the applicants for each novice teacher as soon as they begin their assignment</td>
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<td>◆ Provides a list of all induction pairs to the office of the Mentoring Coordinator</td>
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<td>◆ Serves as a facilitator for mentoring activities that can include meetings, observation and conferencing, and trainings</td>
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<td>◆ Observes and evaluates new teachers according to state and district requirements</td>
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<td>◆ Participates in and support mentor and novice teacher trainings</td>
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<td>◆ Monitors ongoing activities of the mentoring pair</td>
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<th>Mentor Teacher:</th>
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<td>◆ Serves as a professional role model in both professional and classroom practice</td>
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<td>◆ Fosters a trusting, confidential relationship</td>
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<td>◆ Serves as a critical friend</td>
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<td>◆ Meets with the novice teacher at least twice weekly in the first ten weeks, and weekly, thereafter</td>
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<td>◆ Provides appropriate feedback after a non-evaluative observation or visitation</td>
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<td>◆ Models effective instructional techniques for the novice teacher</td>
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<td>◆ Orients the novice teacher to district and school policies</td>
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<td>◆ Provides a variety of resources to help the novice begin to form a repertoire of effective strategies and techniques</td>
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<td>◆ Participate in training modules that will assist the mentoring process</td>
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<td>◆ Participates in a summer orientation meeting to help the novice establish goals for the beginning of school</td>
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<td>◆ Encourages the novice teacher to record needs, questions, and descriptions in a journal, using that journal for discussion purposes</td>
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<td>◆ Helps the novice teacher identify best practice material for a portfolio</td>
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<td>◆ Participates in site-based mentoring meeting (maximum—3) with the mentoring coordinator</td>
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<td>◆ Maintains continued involvement in professional growth opportunities</td>
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Novice Teacher:
- Develop the knowledge, skills, and attitudes necessary for optimal student learning
- Accept and implement appropriate suggestions in a professional manner
- Ask questions
- Meet with your mentor on a regular basis and document the meeting times: a minimum of twice a week in the first 10 weeks and weekly, thereafter
- Observe your mentor and other teachers in several teaching situations and discuss new learnings
- Allow your mentor to observe your classroom to provide feedback and support
- Keep a journal of your experiences that will help you reflect and build on successful practices
- Use the journal as a communication tool with your mentor
- Develop a portfolio of best practices that you would share with other new teachers
- Demonstrate enthusiasm for and a commitment to the school and district and the profession of teaching
- At the end of the first year, design a professional improvement plan
- Special Education teachers must develop a PIP at the beginning of the school year
COMMONLY ASKED QUESTIONS

A. What is the purpose of a two-year mentoring program?  
The State of New Jersey and the Toms River School District believe that our newest professionals deserve an intensive support system to assist them in making a successful transition from pre-service activities to their new instructional assignments. The focus of the program is on continuous learning and instructional improvement in a collaborative environment.

B. Who must be mentored?  
The formal mentoring program is based on the state regulations that state that all teachers with a provisional certification with advanced standing (traditional route), provisional certification without advanced standing (alternate route), and special education majors will be mentored under the state program.

C. How are the new regulations different from the previous regulations?  
Perhaps the most important difference is that novice teachers will no longer pay their mentor. Money will be received from the state for that payment. Additionally, the regulations require that all mentors must apply to become mentors and take part in training. Release time opportunities for observation are strongly encouraged.

D. How are mentor teachers selected?  
Mentors will be selected by the principal/ or appropriate supervisor of each building. They will make their selection from the applications of those veteran teachers who have applied rotating positions as much as possible.

E. Will the novice teacher be able to select his/her mentor?  
No, it is the responsibility of the principal to select mentors based on the criteria developed by the Local Professional Development Committee and approved by the Board of Education and the Toms River Education Association. (See Contract Language—Section II)

F. When will a novice teacher be assigned his/her mentor?  
Novice teachers should be given a mentor upon reporting to their assignment, whenever possible. Principals will also receive a certification packet (if needed) from Central Administration to begin the process of the provisional certification year.

G. Will the two-year mentoring program delay the novice teacher’s final certification?
H. Is the mentoring process confidential?
Yes, the mentoring process is designed to build support through mutual trust and respect. Confidentiality ensures that novice teachers are given the opportunity to be creative and to try innovative strategies in a risk-free environment. New teachers will be more willing to express concerns and ask questions when they feel safe and secure in the established relationship. The mentor will not discuss information regarding the novice teacher with anyone—administrator or fellow colleague.

I. What is the purpose of observations by the mentor or the novice teacher?
Observations provide useful insight to both the novice and the mentor. The novice teacher may grow from helpful suggestions on how to build on current practice. The veteran teacher will be able to continuously reflect on the “how and why” of effective teaching and how to best articulate that to the novice. Both members of the pair will find invaluable professional growth through their dialogue and reflection together. Observations are never for evaluation—they are solely for the purpose of growth.

J. Will a mentor be asked to evaluate the mentor?
No, the mentor is not a trained evaluator and will not make evaluative judgments for performance review. The mentor’s role is to act as a support, giving guidance where it is needed, acting as an advisor when warranted, and responding as a “critical friend” in order to encourage growth in the instructional process.

K. If a problem occurs in the mentoring relationship, how can it be resolved?
When conflicts arise, the mentoring pair should discuss it. However, there may be a time, when communication becomes difficult. The administration of the building can help you resolve many issues and can make changes to the pair, if necessary.

L. Where can additional resources for mentoring be found?
There is a list of additional resources in this book. Additionally, other resources can be obtained from the building administrators, the district Curriculum Supervisors, the Mentoring Coordinator or the TREA office.
M. How was the Mentoring Plan developed for the Toms River School District?
The Local Professional Development Committee, which is comprised of four teachers and two district administrators, is charged with developing the plan. They sought the input of the Assistant Superintendent, the district Curriculum Supervisors, the Mentoring Coordinator, and the TREA President. The entire plan was based on extensive research from across the nation and includes all aspects of the regulations.

N. What is the stipend for the mentor?
Mentors will be paid in two installments. The payments will be according to the negotiated agreement between the Toms River Board of Education and the Toms River Education Association.

O. Why does the mentor of an Alternate Route teacher receive a larger stipend?
By regulation, the mentor of an Alternate Route teacher must receive more intensive support in the first 20 days and will need additional support throughout the remainder of the year. The mentor of the Alternate Route teacher will need to make DAILY contact in the first 20 days to ensure the success of the new teacher and make 4 informal observations of the novice in that first 20 days during free periods.
JOURNALS

All first and second-year teachers in the Toms River School District are expected to keep journals. Journals encourage constant reflection on classroom practice and enable the professional to identify problems and concerns, provide a reference point for discussion, enable the writer to accurately record events and identify resources, or encourage continued growth in a particular area. Journals can be as descriptive as the novice teacher wishes - written in phrases or complete text. At the very least a journal should be used once a week and the documented concerns and successes shared with the mentor. Journals will not be used for evaluation and will be a confidential source of communication between the novice teacher and the mentor.

The journal can:
- Be a communication tool that encourages you to think more deeply about an event or learning
- Allow you to focus on your needs as a professional
- Provide the means to build self-confidence
- Enable you to put events in a new perspective
- Encourage creativity and even, inspiration
- Answer questions
- Keep your sanity on a bad day and pat yourself on the back on a successful one!

PORTFOLIOS OF BEST PRACTICE

Novice teachers will keep a portfolio of best practices that will be shared with the mentor and other novice teachers. This portfolio will be a non-evaluative record of successes during the induction period. Items that should be included in a portfolio can include a statement of goals for the year, successful lesson plans, special projects, pictures of bulletin boards, a videotape of a lesson, student papers, letters of commendation, and special letters from parents or colleagues. It is our belief that this portfolio can be an important record that shows the journey in developing effective teaching practice.
MENTORING COMPONENTS

- JOURNALS
- PORTFOLIOS
- OBSERVATIONS
Observation is an integral part of the mentoring process. It gives participants the opportunity to view techniques and strategies that would enhance classroom practice. It allows for coaching and tutoring. It opens discussion and provides the avenue for problem solving and reflection. Veterans and novices, alike, find that learning from watching others—a demonstration of effective skills—is a two-way street. Observation offers the chance to visually experience a new technique or an introduction to new concepts. From the observation, feedback and support for is given that allows participants to gain a better understanding of the teaching practice. As one practitioner expressed, “It provides a mirror for me to view myself in actual practice.”

Observation in the mentoring process is both non-evaluative and nonjudgmental. It’s purpose is to help the participants view and react to the learning and the teaching that occurs within the instructional setting.

The following procedures have been designed to make the observation meaningful and relevant:

1. A request must be made to the administrator of your intent to participate in an observation when release time is needed. They will set up the observation schedule based on funding, substitute availability, and the specific needs of the participants.
2. Upon completion of the observation, the participants must conference. It is suggested that the novice teacher record the goals of the lesson, the learnings that resulted from the discussion, and possible implementation plans.
There are many useful questions that will help teachers reflect on their lessons after an observation has been completed. Using a series of questions enables both participants to discuss the skills and strategies used during the lesson, and their ultimate effectiveness in improving the teaching and learning of the classroom.

1. How do you think the class went, in light of the objectives you set?
2. Do you feel that the students grasped the concepts? Can you give examples that speak to that point?
3. Did you need to alter your plans at any time during the lesson? Why? How did you accomplish that?
4. Was there any one aspect of the lesson that you would like to teach differently? How would you like to change it?
5. Were the materials you used helpful in making the concept come alive?
6. Are there any teaching methods you would like to further explore that might help you in teaching this type of lesson?
7. Can you describe a strength in the lesson?
8. Describe an area of concern during the lesson. What could be done to change the outcome?
9. Were there behaviors in the class that are not normally present? What could you do to retain the focus of the students while addressing the behavior?
10. Why did you react to (describe an event or behavior) the way you did?
11. How will you follow up the lesson?
12. What strategies did you use to encourage student participation?
13. Can you describe how the students interacted with one another?
14. Identify how you incorporated a variety of questioning techniques that assist students in using higher level thinking skills.
15. How did you vary teaching techniques to address the needs of all of the students?
16. Can you identify elements of the lesson that help students relate the learning to real-world situations?
17. Identify ways that you were sensitive to the behavioral and academic needs of your students.
18. Describe some techniques that were used to assist students in
1. Learn the layout of your school—particularly the office, the custodian’s office, the nurse’s office, the library, the gym, the guidance office, the fire exits, the bathrooms, the cafeteria, and the faculty room. Know how to get from your classroom to wherever you are going.

2. Get to know your principal, the assistant principal, and the supervisor. They will guide you through your first days in the school. Meet with your administrative supervisor to make sure the expectations of classroom practice are clearly defined.

3. Get to know the office staff and the custodial staff. They will be your best friends and willing to do anything for you as long as you acknowledge that they “secretly run the building”.

4. Familiarize yourself with the technology aspects of the job.

5. Make sure that you have the teacher’s manuals for all of the textbooks you will be using.

6. Think about the instructional strategies you will be using at the beginning of the school year and establish the layout and a seating chart for your students.

7. Organize your classroom based on the needs of your grade level.

8. Check the paper supplies in the class and order what you will need for the first month of school.

9. Put up bulletin boards that are welcoming and that invite class participation.

10. Establish goals for the first couple of weeks of school.

11. Write lesson plans for the first week of school.

12. Establish routines for attendance, for class jobs, for homework, for class rules, etc.

13. Talk to other members of your grade level or department to get an understanding of the procedures for the first week of school.

14. Ask questions, ask questions—when you are unsure of what to do.

15. Take time for yourself! Stay excited! Teaching is an adventure!
You’ve been in your room. You’ve started the process of setting up—name

tags, bulletin boards, lesson plans, reviewing curricular materials, etc. (this

list could go on and on). Have you thought about the supplies that YOU

need on your desk and at your fingertips for the little emergencies that will

inevitably occur?

- paper clips
- wide masking tape
- scotch tape
- extra sharpened pencils
- colored pens
- calendar
- family pictures
- extra garbage bags
- band-aids
- manila folders
- white paper towels
- sticky notes
- chalkboard erasers
- tissues
- name tags

- scissors
- stapler
- staples
- rubber bands
- thumb tacks or push pins
- sponges
- hand soap
- electric pencil sharpener
- White-out
- wide-tip markers
- index cards
- note paper
- chalk (or white board markers)
- staple remover
- latex gloves

You may order many of these items through the school office (or

whatever procedure is in place in your school). Be prepared for the

first month of school!
THE RESOURCE CENTER

BOOKS:
- **First Class Teacher**, edited by the Staff of Canter and Associates (1998), P.O. Box 2113, Santa Monica, CA 90407-4347
- **You Have to Go to School — You’re the Teacher!**, by Renee Rosenblum-Lowden, (2000), Corwin Press, 2445 Teller Rd., Thousand Oaks, CA 91320

ORGANIZATIONS
- National Staff Development Council ([Journal of Staff Development](http://www.nsdc.org)
- Association of Supervision and Curriculum Development ([Educational Leadership](http://www.ascd.org)
- New Jersey Education Association ([NJE Review](http://www.njea.org)
- National Education Association, [www.nea.org](http://www.nea.org)

WEBSITES:
- [www.teachermentors.com](http://www.teachermentors.com)
- [www.inspire Magnetors.com](http://www.inspire Magnetors.com)
- [www.discovery school.com/schrockguide](http://www.discovery school.com/schrockguide)
- [www.iloveteaching.com](http://www.iloveteaching.com)
- [www.teachnet.org](http://www.teachnet.org)
- [www.lessonplanspage.com](http://www.lessonplanspage.com)
- [www.teachersplanet.com](http://www.teachersplanet.com)
- [www.gsn.org (Global Schoolhouse)](http://www.gsn.org)
It is important that you maintain a personal and professional file of records that are critical to your job. Proper documentation can help you keep a potential problem from becoming a problem at all.

Please keep the following records:

- Your teaching certificate
- Your letter of employment and a copy of your contract
- All subsequent contracts
- CEU certificates from the district
- Transcripts for college courses
- Observations
- Evaluations
- Anecdotal notes from evaluations or observations that required improvement in any area
- Professional Improvement Plans (PIP)
- Professional Growth Hour Documentation
- Letters of commendations from parents, administrators, Board of Education, or community organizations
- Awards and honors
- Records of any incidents involving discipline, violence, or other disruptive behavior—this includes reports of phone calls, copies of letters or disciplinary referrals, and logs on student behavior
- An updated resume
- Summaries of parent conferences
- Lesson plan books
- Information on insurance
- Pension information
A. Make a good impression on your students and your colleagues. Be the kind of person that instills respect and trust. Be courteous, friendly, enthusiastic, and confident.

B. Organize your classroom and your students. Organization is the key to moving through the transitions of the day.

C. Move slowly through the first days of school. It is important to set the tone, your expectations, and the routine for the year with constant reinforcement. Being consistent in the early days will make your class run smoothly all year.

D. Get to know your students as soon as possible. Highlight positive qualities and let them know you believe in them. Understand the unique needs of your students and look for resources that will promote curiosity and critical thinking. Expect success and you will get success!

E. Establish rules that are firm, but fair. Have the students help in writing the rules in order to encourage them to establish fair parameters for the classroom.

F. Develop support from the parents. Communicate, communicate, communicate! Let parents know what your expectations and policies are. Be prompt in returning calls or responding to notes. Maintain a positive and cheerful attitude. Listen carefully to concerns.

G. Keep good records. Learn the policy of the district and the building.

H. Build relationships with your colleagues. Get involved in school and professional activities. When you are involved in the system, you will have a better understanding of the system.
Back-to-School Night is the time to begin the communication process with your parents. It is a time to introduce yourself and talk about your philosophy. It is a time for you to explain your expectations for their children, walk them through the curriculum, tell them about the school routines, and let them see the creativity that will flow from your classroom activities. Back-to-School Night is not for individual parent conferences, which will come later as you become more familiar with the needs of your students.

Talking Points:
1. Welcome: Introduce yourself, giving a short summary of your educational background and some of your personal history. Let the parents know what a privilege it is to be a part of their child’s life and the importance of building a partnership to support the classroom learning.
2. Goals: Discuss your goals for the year (i.e.—organization of time and materials, responsibility, listening, respect, curricular goals). Give parents an idea of what to expect from their child developmentally.
3. Academic Expectations: Review the curriculum standards and concepts for each subject (or course) that will be the focus of classroom activities.
4. Daily Work: Discuss your procedures for daily work. What does a class period look like? What expectations do you have for class work? Go over the daily schedule.
5. Assessment and Grading: It is important to review the report card and your policies for grading. Go over how students will be assessed on tests and for their classroom performance.
6. Homework Policy: Let parents know what is expected from homework and the purpose of homework. This is also the time to talk about effective study habits and the student’s need for proper supplies to accomplish homework tasks.
7. Special Services: Review the Special Services that are available to all students.
8. Conferences: Let parents know how to contact you and when you are available for conferences.
9. Additional Concerns: Depending on the grade level, you may wish to talk about the policies for attendance, class trips, birthday parties and other celebrations, book orders (elementary), special school
OBSERVATION AND EVALUATION

First-Year Teachers:

First-year teachers who have received their Certificate of Eligibility with Advanced Standing (Traditional Route) or their Certificate of Eligibility (Alternate Route) will be observed a minimum of three times. The State of New Jersey requires all holders of provisional certificates to be evaluated at the end of the tenth week, the twentieth week, and the thirtieth week. Forms have been given to your principal for these evaluations. Additionally, your administrative supervisor will do a formal district summative evaluation in late Spring at which time you will also be asked to design your Professional Improvement Plan.

First-year teachers who are fully certified will have a minimum of three observations and one summative evaluation during the course of the year.

All Non-tenured Teachers

Teachers who have not yet received tenure will continue to be observed a minimum of three times with one summative evaluation each year.

Observation

Observation by your supervisor is an important aspect of the teaching and learning process. There are several areas that will be assessed that will give your supervisor a picture of your strengths and areas that might need improvement:

- **Planning and preparing for classroom instruction of content** which involves an understanding of the Core Curriculum Content Standards for your grade level, an ability to select appropriate instructional goals, an understanding of the students within your class, and the use of appropriate instructional techniques for the lesson
- **Classroom management** that will look at the learning environment as well as the procedures used to organize the instruction the students are receiving
- **Instructional techniques** that focuses on the ability of the teacher to engage students in the learning process using diverse strategies
Professional practices which address the professional responsibilities as well as the interrelationships of the students and the teacher.

After the observation, the teacher will meet with the supervisor to discuss and assess the lesson seen by the observer.

Summative Evaluation
All staff members will be involved in a formal summative evaluation at the end of the school year. This evaluation will look at the job performance of the individual based on formal and informal observations by the administrative team. Staff members will be rated good, satisfactory, improvement required, or poor. Copies of the Teacher Evaluation Report Form and the Teacher Observation Procedure are available in every building.

Professional Improvement Plan (PIP)
At the end of the school year every staff member and his/her supervisor will meet to discuss their professional development plan for the following year. This is an excellent opportunity to think back on the past year and look ahead to the next year, noting strengths and areas of potential growth. A PIP should include goals and opportunities that will enable the staff member to enhance their practice. These goals should be connected to the NJ Core Curriculum Content Standards, the Workplace Readiness Standards, district goals, school needs, and individual classroom practice and needs.
Toms River Regional Schools is committed to providing staff members with professional development opportunities and activities that are relevant to their professional responsibilities. The activities are offered through Office of Curriculum and Instruction, the Technology Office, Special Services, The Toms River Education Association or the office of Alcohol and Substance Abuse Prevention (ASAP). All buildings are notified of upcoming professional development opportunities within the district.

Continuing Education Credits
All TREA staff may accrue CEU’s for their participation in approved professional activities. The CEU Committee has developed specific guidelines for the accrual of the hours. The guidelines are available in your building and given to every staff member at the beginning of the year. For every 50 hours of approved CEU work, the participant will receive a yearly stipend of $250—with a total limit of $1500.

State of NJ: Continuing Education Initiative
Every active certificated teacher and education services personnel must accrue 100 hours of approved professional development within a 5 year cycle according to regulation. Provisional teachers do not begin this requirement until the beginning of the second year. Special Education teachers must develop a PIP and begin the accrual of the hours when they begin their teaching assignment. The Continuing Education Initiative ties all professional growth activities to the annual PIP process.

Each district has a Local Professional Development Committee comprised of 4 teachers and 2 administrators who are charged with developing a district plan based on the identified needs of the district. The members of the LPDC for 2001 -2002 are:

- Pat Lewis, District Supervisor of Curriculum and Instruction, K-6
- Frank Roselli, District Supervisor of Curriculum and Instruction, 7-12
- Jack Reuther, Chair, Special Education Teacher, High School East
- Linda Wheeler, Second Grade Teacher, Citta School
- Judy Murphy, Home Economics Teacher, Intermediate East
- Kathy Stacy, Third Grade Teacher, East Dover

Graduate Work
All certified and tenured staff members can receive graduate credit reimbursement, as defined in the contract.
TRAIN:
Toms River Assistance and
Induction of Novice Teachers

TOMS RIVER REGIONAL SCHOOLS
2001-2002
Parents care deeply about their children and want to be involved in the education of their children. You, as the teacher, want to give your students the best possible year. Together, as a team, YOU can! Most parents are reasonable, respectful, and cooperative when they deal with teachers. The following suggestions can help you build a successful connection between the home and the school:

1. Get to know your parents as soon as possible. In the first weeks of school, find time to call each student’s parent(s). Make this first call a positive one giving an example of the successes the child is experiencing.

2. Write a standard letter to all parents within the first week. The letter could discuss your expectations for the class, your routines, and the responsibilities of the child and the parent.

3. Establish a system of regular communication on a monthly basis. Give feedback on each child’s work and work habits, upcoming classroom activities and events, or areas where parents can be of help to the classroom teacher.

4. Ask parents to consider sharing areas of expertise that correlate with the curriculum.

5. Plan an event to showcase the class. The students love to show off and the parents love to see their children in action.

6. Before sending a response to a parent’s written concern, have the supervisor review what has been written.

7. Remember to say “thank you” to parents for their efforts. They want to know that they are supporting the school and the class.

8. Listen carefully and think before you speak.

9. Always respond to a parent’s concern. A problem should be addressed quickly to eliminate future concerns.

10. Be accessible to parents for conferences. Communicate to the parents the appropriate procedure to schedule a conference.

11. During conferences:
   - Address specific concerns and give possible solutions.
   - Be organized and keep notes.
   - Allow enough time for the conference.
   - Greet the parents at the door.
   - Always open on a positive note.
   - Encourage both parents to be involved in decisions.