

BOUND BROOK SCHOOL DISTRICT

MENTORING PLAN

2008-11



**Mary Ann Baloy
Michelle Conover
Susan DelConte
Jill Goldan
Janet Kellman
Cynthia Musso
Dawn Post
Dianne Ianniello, PDC Chair**

Submitted: July, 2008

District Mentoring Plan: The District Plan Development and Approval Process

Section 1: District Profile Sheet

The district profile sheet reflects the mentoring data from the 2008-11 school years.

Name of District: **Bound Brook School District**

District Code: **0490**

County Code: **35**

District Address: **West Second Street**

Bound Brook, New Jersey 08805

Chief School Administrator: **Dr. Edward Hoffman, Superintendent**

Mentoring Program Contact: **Dianne Ianniello**

Mentoring Program Contact Phone: **(732) 652-7970**

Mentoring Program Contact E-mail **dianniello@bbrook.org**

Type of District (check one): K-5 K-6 K-12 7-12 9-12

Other (specify): **Pre-K through 12**

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: **4**

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: **2**

Number of novice special education teachers with a standard license:

Number of Mentors: **6**

Identify the number of provisional novice teachers in the following areas:

K-5 **3** 6-8 **0** 9-12 **3** Special education (all grades) _____

**District Mentoring Plan: The District Plan
Development and Approval Process**

LPDC Signoff Sheet

Name of District: **Bound Brook School District** Code: **0490**

County: **Somerset** Code: **35**

Names of Professional Staff Members Elected to Committee:

MaryAnn Baloy	_____	Teacher	<u>08/08</u>
Name (please print)	Signature	Position	Term

Cynthia Musso	_____	Teacher	<u>08/08</u>
Name (please print)	Signature	Position	Term

Sue Del Conte	_____	Teacher	<u>08/08</u>
Name (please print)	Signature	Position	Term

Dawn Post	_____	Teacher	<u>08/08</u>
Name (please print)	Signature	Position	Term

Jill Goldan	_____	Teacher	<u>08/08</u>
Name (please print)	Signature	Position	Term

Michelle Conover	_____	Teacher	<u>08/08</u>
Name (please print)	Signature	Position	Term

Names of Administrators Appointed to Committee:

Dianne Ianniello	_____	Director of Pupil Personnel Services	<u>08/08</u>
Name (please print)	Signature	Position	Term

Contact Person: Dianne Ianniello

Phone: 732-652-7970

Fax: 732-271-5250 Email: dianniello@bbrook.org

District Mentoring Plan: The District Plan Development and Approval Process

District Board of Education Approval and Comment Form

Date Plan Received _____

Date Plan Reviewed _____

Date Plan Returned for Revision _____

Date Plan Accepted _____

District: Bound Brook

Code: 0490

County: Somerset

Code: 35

	Completed		Comments
	Yes	No	
Section 1: District Profile a. District profile sheet b. LPDC signoff sheet c. Board of Education approval Form			
Section 2: Needs Assessment a. Current assessment of mentoring program b. Current needs of district mentoring plan			
Section 3: Vision and Goals a. Mentoring program vision b. Mentoring program goals			
Section 4: Mentor Selection a. Guidelines for selection of mentors b. Application process and criteria for selection of mentors			
Section 5: Roles and Responsibilities			
Section 6: Professional Learning Components for Mentors			
Section 7: Professional Learning Components for Novice Teachers			
Section 8: Action Plan for Implementation			
Section 9: Resource Options Used			
Section 10: Funding Resources			
Section 11: Program Evaluation			

Mentoring Plan 2008-11

Section 2: Needs Assessment

Reflection of Past Process and Projection for Future Process:

A. Current Assessment of Mentoring Program:

The approved plan from 2005-08, although a guideline, had areas in need of improvement. Turnover of district administrative staff did little to lend support for a sustained ongoing mentoring program. Currently, the administration is established and has begun several initiatives to support broad based professional development opportunities for all staff, with a renewed emphasis on the development of novice teachers. Bound Brook School District initiated, with the 2007-08 school year an integrated Professional Development Plan designed to enhance the teaching practice of all educators in the district.

Professional development opportunities focusing on the identified needs of the student population, in conjunction with the needs of the adult staff learners have evolved the plan from one that had been primarily district directed to one that is adult learner centered. As with any dynamic program, there will be a continuous evaluation, assessment and revision of the plan to assure that the learning needs of the novice teachers are being addressed. Evaluations and assessments will be gathered from multiple sources, including: Focus groups with new teachers, feedback from monthly mentor/novice teacher meetings, class observations, collaboration with district content specialists, supervisors and administrators, individual conferences with novice teachers and web based surveys and on-line journals.

B. Current Needs of District Mentoring Plan:

As the district continues to assess the needs of all staff, and in particular the needs of the novice teaching staff, this mentoring plan shall incorporate the following components:

- ✚ To provide support for novice teachers in transitioning from the singular role of learner to the role of teacher and of collaborative adult learner.
- ✚ To assist novice teachers in their continuous growth as members of the school and district communities of learners.
- ✚ To increase the retention rate for the district in the number of novice teachers who choose to remain in Bound Brook Schools.
- ✚ To assist novice teachers in the use of technology for attendance, grade reporting and use of district website.
- ✚ To provide novice teachers with the opportunity to participate in professional development to support positive classroom climate.
- ✚ To support novice teachers in the acquisition of instructional strategies designed to support the academic achievement of diverse learners.
- ✚ To guide teachers in the reading, understanding and utilization of formative and summative assessments, including state mandated testing.

- ✚ To encourage the ongoing process of subject mastery for novice teachers, including the collaborative process with master teachers.
- ✚ To use varied methods of feedback as tools to shape and modify the mentoring program

Section Three: Vision and Goals:

A. Mentoring Program Vision

- ✚ Bound Brook School District will provide an ongoing program of professional development, including mentoring of novice teachers, to assist staff in acquiring the knowledge and skills necessary to assist students in attaining and demonstrating proficiency in state and national standards.
- ✚ Bound Brook’s Professional Development and Mentoring Plans align with the NJCCCS, the NJ Professional Standards for teachers and the Eight Key Elements of High Quality Professional Development for Teachers as defined in No Child Left Behind.

B. Mentoring Program Goals:

- ✚ To provide clear expectations for mentors in understanding their role in the mentoring process.
- ✚ To enhance the learning and work experiences of the novice teacher.
- ✚ To retain , at the end of the three year mentoring cycle, 90% of the new teachers in the district
- ✚ To improve student achievement as measured by performance on NJ state mandated assessments by 5% annually.

Section Four: Mentor Selection:

A. Guidelines for Selection of Mentors:

The National Foundation for the Improvement of Education (NFIE) has created guidelines for the creation of a teacher mentoring program. Included within the guidelines are the qualities that should be present in all mentors. Effective mentors should exhibit good character and attitude, should display professional competence, should possess strong communication skills and should maintain a professional, trusting and collaborative relationship with peers.

Bound Brook School District recognizes the importance of selecting mentors based upon these qualities to support novice teachers as they enter the teaching profession. To insure optimal selection and matching in the mentor-novice teacher relationship the district has developed an application process for mentors.

B. Application Process and Criteria for Selection of Mentors:

Application Process

- ✚ District posts potential mentoring needs.
- ✚ Prospective mentors complete self assessment (Appendix A).
- ✚ Prospective mentors complete application (Appendix B).
- ✚ Novice teachers complete survey to gather information to assist in matching mentors (Appendix C)
- ✚ District committee selects and matches mentors.
- ✚ Mentor and novice teacher sign contract (Appendix D).

Criteria for Selection of Mentors:

- ✚ Must be tenured in the district or teaching with at least three years of experience.
- ✚ Teacher must be actively teaching.
- ✚ Teacher should be experienced and certified in subject area which novice is teaching (where not possible, in a closely aligned subject area).
- ✚ Teacher should be knowledgeable about resources and opportunities in the district and able to act as a source for the novice teacher.
- ✚ Teacher should demonstrate command of content area knowledge or area or level that novice teacher is working in.
- ✚ Teacher should be committed to the goals of the district mentoring plan, including respect for confidential nature of the mentor/novice teacher relationship.
- ✚ Teacher is knowledgeable about the social and workplace norms relevant to the community the district serve.

Section Five: Roles and Responsibilities:

District Administration:

- ✚ Determines goals for the mentoring program.
- ✚ Provides support system for both the mentors and novice teachers.
- ✚ Secures adequate funding for the mentoring program, including appropriate professional development workshop opportunities for both mentors and novice teachers.
- ✚ Devise a system for evaluating the district's mentoring program.
- ✚ Assist teachers who are participating in the statewide Provisional Teaching Program.
- ✚ Appoint a team of mentor trainers to cover topics such as:
 - ✓ Teaching strategies
 - ✓ Classroom management
 - ✓ Conferencing skills
 - ✓ Policies and procedures
 - ✓ Reflective teaching
 - ✓ Utilizing formative assessment for growth
 - ✓ Development of PIP
 - ✓ Communication skills

Professional Development Committee:

- ✚ Assist in selection and training of mentors.
- ✚ Provide support for both mentor and novice teachers.
- ✚ Share information about professional development opportunities.
- ✚ Seek appropriate professional development as appropriate for novice teachers.
- ✚ Gather feedback from mentors and novice teachers relevant to the effectiveness of the mentoring program.

Mentor:

- ✚ Maintains a trusting and confidential relationship with the novice teacher.
- ✚ Engages in observations and provides positive coaching feedback in a timely manner.
- ✚ Models a positive attitude toward the school, district and community.
- ✚ Provides genuine encouragement.
- ✚ Initiates frequent contact with novice teacher.
- ✚ Attends mentor training sessions.
- ✚ Attends mentor/novice teacher meetings.
- ✚ Leads the new teacher into developing problem solving strategies.
- ✚ Keeps time logs and documents activities with novice teacher.
- ✚ Provides feedback to members of professional development team to seek appropriate professional development for novice teacher and to suggest ways to modify the mentoring program.

Novice Teacher:

- ✚ Maintains a trusting and confidential relationship with mentor teacher.
- ✚ Displays commitment to the mentoring program.
- ✚ Accepts feedback from mentor in a positive manner.
- ✚ Develops an understanding and appreciation of the school, district and community norms and values.
- ✚ Attends training sessions with mentor.
- ✚ Keeps timelines and documents activities.
- ✚ Provides feedback to mentor regarding ongoing needs for professional development.
- ✚ Seeks additional professional development in subject matter and pedagogy.

Section Six: Professional Learning Components for Mentors:

Bound Brook School District recognizes its role in providing appropriate professional development and training to mentor teachers aligned with the New Jersey Professional Standards for Teachers and No Child Left Behind Key Elements of High Quality Professional Development for Teachers. To that end, mentors will attend district sponsored training during the summer. Additionally, mentors are encouraged to participate in professional development institutes provided by the district during the summer on topics in the following areas:

- ✚ Differentiation of Instruction
- ✚ Literacy, including Literacy across the curriculum
- ✚ Math
- ✚ Science
- ✚ Integration of Technology

- ✚ Role of the Mentor

Section Seven: Professional Learning Components for Novice Teachers:

Bound Brook School District recognizes its role in providing appropriate professional development and training to novice teachers aligned with the New Jersey Professional Standards for Teachers and No Child Left Behind Key Elements of High Quality Professional Development for Teachers. To that end, novice teachers will attend a New Teacher Institute in August. Topics for the New Teacher Institute will include:

- ✚ Lesson Plans
- ✚ Cultural and Ethical Awareness
- ✚ Cooperative Learning
- ✚ Professional Learning Communities
- ✚ Time Management, meeting deadlines
- ✚ Classroom Safety
- ✚ Record Keeping
- ✚ Behavior Management
- ✚ Curriculum and Instructional Units
- ✚ NJ CCCS
- ✚ Confidentiality
- ✚ Use of Technology
- ✚ Referral of Students
- ✚ Teaching Styles

Additionally, new teachers are encouraged to participate in professional development institutes provided by the district during the summer on topics in the following areas:

- ✚ Planning
- ✚ Class Management
- ✚ Conferencing
- ✚ Grading
- ✚ Role of Special Services
- ✚ Harassment, Intimidation and Bullying (including cyberbullying): District Policy and Student Discipline Code

New teachers, as well as experienced district staff will receive, where appropriate, all mandated staff development consistent with NJAC and/or NJSA including:

- ✚ NJAC 6A: 16-11.1 (Child Abuse and Neglect)
- ✚ NJSA 18A: 40-12.9 (Asthma)
- ✚ NJAC 6A: 19-10.9 (Blood Borne Pathogens 1 hr.)
- ✚ NJSA 18A: 40a-3 and 15; NJAC 6A: 16-3.1(a) 4 (Alcohol, Tobacco and Other Drug Prevention and Intervention)
- ✚ NJSA 18A: 6-111 (Suicide Prevention 2 hrs.)
- ✚ NJAC 6A: 16-5.1(d) (School Safety and Security)

Section Eight: Action Plan for Implementation:

Topic	Target Staff	Date Location	Resources	Evaluation Tool	Person Responsible	Standard
Mentor Training	Mentors	BOE Conference Room/ August	District Guide for Mentors Professional Materials	Seminar Evaluation Form	Professional Development Coordinator, District Administration	NJPDS 2, 3, 6, 8, 9, 10 NJPST 2, 3, 4, 6
Novice Teacher Institute	Novice Teachers	BOE Conference Room/ August	Topic Information Program review specific to content areas	Institute Evaluation Form	Professional Development Coordinator, District Administrators, Master Teachers	NJPDS 1, 2, 3, 6, 8, 9, 11 NJPST 2, 3, 4, 6
NJCCCS	Novice Teachers	Building / Ongoing	Handouts	Discussions Review of Lesson Plans Observations	Professional Development Coordinator, Mentors, Master Teachers, Department Heads	NJCCCS 1-9 NJPDS 1, 6 NJPST 1, 4
Effective Parent Teacher Conferences	Novice Teachers	BOE Conference Room/ October	Handouts	Institute Evaluation Survey	Professional Development Coordinator, Mentors, Master Teachers	NJPDS 6, 12 NJPST 8, 9
Using Data and Assessments: Formative, Summative and Performance Based	Novice Teachers	BOE Conference Room/ November	Topic Information	Institute Evaluation Survey Copies of Novice Teacher Assessments	Professional Development Coordinator, Mentors, Master Teachers	NJPDS 4, 6, 7 NJPST 5
Mentor/Novice Teacher Meetings	Novice Teachers	Building/ Ongoing	Discussions Question-Answer Sessions	Logs	Mentors	NJPDS 1-11 NJPST 1-10
Classroom Observations	Novice Teachers	Building/ Ongoing	Observe Master Teachers	Follow-up discussion	Mentors	NJPDS 1, 2, 5, 6 NJPST 1, 3, 4, 6
Mentor Observations	Novice Teachers	Building/ Ongoing	Observation and Follow-up Conference	Mentor Log	Mentor	NJPDS 1, 2, 5, 6 NJPST 1, 3, 4, 6

Section 9: Resource Options Used:

There are many sources for resources that contributed to the development of the plan and that will be used for resources with mentor teachers and novice teachers. Included in the resources are the experience and expertise of district administration, professional development committee, master teachers and mentor teachers.

Sweeny, B. (2008). *Leading the Teacher Induction and Mentoring Program*. Thousand Oaks, CA: Corwin Press

Pitton, D. (2006). *Mentoring Novice Teachers: Fostering a Dialogue Process*. Thousand Oaks, CA: Corwin Press

NJDOE Toolkit for Mentoring

Section 10: Funding Resources:

The district uses local funds as well as NCLB Grant funding to provide professional development opportunities, mentor training and new teacher induction programs.

Section 11: Program Evaluation:

Bound Brook School District will continually monitor the progress and impact of the mentoring program. The process of evaluation should support several areas:

- ✚ The Planning Process: Evaluate the level of participation of a broad range of stakeholders, including representatives from the Professional Development Committee, teachers, and administrators.
- ✚ The assignment of mentors: Was there a strong relationship and was there growth in the novice teacher as a result of the mentoring process. One source of data is the number of novice teachers of mentor teachers to choose to end the relationship.
- ✚ Teacher retention: One goal of the district in providing a strong mentoring program is to retain highly qualified teaching staff. The number of staff who enter and choose to remain in the district should reach the goal of 90% at the end of the three year mentoring cycle.
- ✚ Student Achievement: The ultimate goal of any mentoring program is to increase student achievement. A review of data should confirm that by the end of the three year mentoring cycle, student achievement as measured by NJ assessments has improved by a minimum of 5% annually.