

Bound Brook School District Mentoring Plan



2017-2018

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The Bound Brook School District Mentoring Plan has been developed in accordance with the State of New Jersey Department of Education's guidelines and regulations (N.J.A.C. 6A9-8) effective as of May 5, 2014. The Plan is designed to align district initiatives in this area with the TEACHNJ Act of 2012.

Input has been solicited from the building Principals, Administrators, the District Mentoring Team, and the SCIP Committees. The Plan is intended to:

- Assist first-year teachers with the duties and responsibilities related to their performance.
- Promote novice teacher retention.
- Improve new teacher effectiveness.
- Enhance teacher knowledge of strategies related to the NJ Common Core Content Standards to facilitate student achievement and growth.

Needs Assessment

The district currently has highly effective Mentors/Coaches who have successfully completed training sessions. Training for mentors/coaches will take place during the summer and/or during the school year. As part of the regulations, the school based School Improvement Panels (ScIP) will play a key role in the development, implementation, and evaluation of the Mentoring Program.

- ✓ Planning Process: Committee members considered the strengths and weaknesses of the process in order to make appropriate adjustments. For example, enlisting the members of the local ScIP committees to provide feedback and relevant topics for discussion to the District Mentoring Team.
- ✓ Mentor/Coach Services: Support for mentors/coaches is facilitated through training, guidance by school leadership, and access to resources.
 - Whereas mentors are assigned to provisional teachers, coaches are assigned to newly hired teachers that already have experience teaching.
 - Each mentor/coach teacher holds a teacher certification, has at least three years of experience and has taught full-time for at least two years within the last five years.
 - The mentor/coach teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
 - Each mentor/coach teacher must demonstrate a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e) 4 regarding summative evaluation ratings.
 - Each mentor teacher/coach completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, the N.J. Professional Standards for Teachers, the Common Core State Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
 - Mentors/coaches must keep logs of contact time with mentees, and submit logs to district office.
 - Payment of mentors/coaches overseen by the district administrative office, and not mentees directly.
- ✓ Newly Hired Teacher Support Services: Many support services are available to Newly Hired teachers. These include early introduction to their mentor/coach, pre-service induction, monthly meetings and continual observation and conferencing with their mentor, supervisors, and administrators.
 - All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.
 - All non-tenured teachers in their first year of employment receive individualized supports and activities.
 - All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-one mentor upon beginning their contracted teaching assignment.
 - All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program. Comprehensive orientation to district policies and procedures
 - Experienced teachers new to the district will receive individualized support through a Coach as specified in the Professional Development Plan (PDP) based on level of

preparation and experience.

- A PDP must be created within 30 days of new assignment.

- ✓ On-Going Program Evaluation: The mentor program is continuously assessed by school leaders to identify the strengths and weaknesses, with feedback from key stakeholders.

Vision

The Bound Brook School District is committed to creating a teaching-learning process that enables teachers and students to reach their full potential.

Thus, the following points comprise our educational philosophy as it pertains to newly hired teachers:

- Strengthen performance and productivity by creating an environment characterized by high expectations and proactive support.
- Design and facilitate comprehensive professional development opportunities for teachers in order to ensure that key initiatives are clearly articulated and in turn effectively adopted and delivered.
- Provide a baseline of mandated knowledge and procedures as it relates to responsibilities and liabilities (e.g. Harassment, Intimidation, and Bullying (HIB), Child Neglect/Abuse, Lock down procedures/ Fire drills, etc.).
- Establish cultural norms of collaboration, student focus, data-driven instruction, and the synergy of academic and vocational skills.
- Develop and utilize a common language to describe and discuss instructional philosophy and practice.
- Develop and sustain a professional learning community that fosters collegiality, inquiry and reflection, continuous improvement, and growth.
- Increase newly hired teacher retention by:
 - enlisting key staff members to become mentors/coaches,
 - providing orientation sessions before the school year begins that assist new teachers in the acculturation process,
 - monitoring newly hired teacher effectiveness based on Danielson Framework for Teaching and Achieve NJ regulations.

Goals

The goals of the Bound Brook School District's mentoring program are the following:

- I. Enhance teacher knowledge of the NJ Core Curriculum Content Standards and Common Core State Standards in order to maximize student achievement.
- II. Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- III. Assist Newly Hired Teachers in the performance of their duties and adjustment to the challenges of teaching.
- IV. Develop professional relationships among peers that foster an atmosphere in which professional learning communities thrive.

Rationale

Research has shown that teacher quality is an important contributing factor to high student achievement. Research also shows that many Newly Hired Teachers (more so at the secondary level) leave the teaching profession within 1-3 years after entering because they find the challenges of the classroom too great. Providing a rigorous mentoring program for all Newly Hired Teachers will assure that Newly Hired Teachers receive the collegial support and guidance needed to develop effective teaching strategies in educational practices.

The Bound Brook School District believes that quality mentoring will better prepare the Newly Hired Teacher to handle the challenges of the classroom during the critical years, thereby retaining the majority of those who might otherwise leave the profession. Improving the quality of the teaching force will directly impact student achievement. The mentoring provided to Newly Hired Teachers by skilled, committed, and experienced mentor teachers will prepare the Newly Hired Teacher to provide instruction to students which will in turn enable them to meet Core Curriculum Content Standards and pass the rigorous state assessments. Quality mentoring can yield higher student achievement through the development of excellence in teaching.

MENTOR (COACH) SELECTION

GUIDELINES FOR SELECTION OF MENTORS/COACHES

- Each mentor/coach must be a fully certified, tenured teacher.
- The Newly Hired Teacher will be assigned a mentor/coach from their respective building. If one is not available from their own subject area then a mentor will be selected from a different subject area.
- Prospective Mentors/Coaches will submit a Mentor Application Form at the end of the school year in response to the district posting.
- Mentors must attend at least one training opportunity each year.
- The Mentor/Coach will possess the characteristics under Criteria for Effective Mentors.
- The building Principal will recommend the assignment of a mentor teacher to an eligible Newly Hired Teacher. The Superintendent makes the recommendation to the Board of Education to approve the assignment.
- No teacher shall concurrently serve as mentor/coach for more than one Newly Hired Teacher.
- In the event that the Mentor (Coach)-Newly Hired Teacher relationship is determined to be non-productive, the Mentor assignment may be revised during the school year.

CRITERIA FOR MENTORS (COACHES)

- The Mentor has the ability to work well with other adults.
- The Mentor is a responsive listener and an effective communicator.
- The Mentor is a role model for active learning.
- The Mentor is committed to assisting colleagues in the quest for new strategies and techniques that will enhance classroom practice.
- The Mentor is flexible and open to change.
- The Mentor is able to discuss the problems and potential solutions by offering constructive feedback and guide the novice teacher to reflectively develop a plan that meets the novice teachers' needs, style and ability.
- The Mentor is enthusiastically committed to the profession and respected by peers.

- The Mentor demonstrates exemplary content knowledge and pedagogy.
- The Mentor is willing to invest the time needed to meet the professional needs of the Novice Teacher.
- The Mentor understands the need and nature of confidentiality and is able to discern when to honor the confidential nature of the mentoring relationship.
- The Mentor must be committed to the goals of this mentoring plan.

RESPONSIBILITIES OF THE MENTOR (COACH)

- An initial meeting will be held between the mentor and the novice teacher to define their relationship and to come to a mutual understanding of how best to work together. This will be held before the start of the school year, when possible.
- The mentor and novice teacher will complete a Mentoring Partnership Agreement.
- The mentor will assist the novice teacher in adjusting to and becoming familiar with the school and with the school's policies, procedures, resources, and referral systems. The mentor should focus on classroom activities, including instructional techniques, curriculum, classroom management, discipline, teacher performance, and parent teacher-contact.
- The mentor will visit the novice teacher's classroom and give appropriate feedback, teaching tips, techniques and suggestions for classroom management. Visitations are not for the purpose of evaluation but to provide insight and suggestions for improvement.
- The mentor will encourage the novice teacher to take advantage of any resources that would be beneficial.
- The mentor will confer with the novice teacher on a regular basis.
- The mentor will assist the novice teacher in acculturating into the school community.

**The relationships and the sharing of information among members of the team and Newly Hired Teacher should be professional, collegial, supportive, sensitive to the individual differences and needs and confidential.*

*Collegial Mentoring (Coach)
Application Process*

1. Postings will go out to the district for potential coaches and mentors.
2. Each applicant will submit a letter of interest to the Assistant Superintendent of Curriculum and Instruction.
3. Following the completion of the application process, selections will be made and training will be provided.

*In the event that no trained mentor is available for an assignment, the position will be reposted.

APPLICATION FORM – MENTORS (COACH)

Please accept this application for the Bound Brook School District Mentor Program

I understand these roles are critical factors in the success of a Newly Hired Teacher.

Name:		School:	
Subject(s) taught:		Teaching Certifications	
1.		Content Area	Year of Experience
2.		1.	1.
3.		2.	2.
4.		3.	3.
Why do you want to be a mentor/coach?			
What abilities and experiences do you bring to the process of mentoring/coaching a newly hired teacher?			
How are you keeping current in curriculum areas?			
List the names of two references:			
Applicant's signature:		Date:	

Roles & Responsibilities

The primary responsibility of the Bound Brook School District is to provide an educational program that enables students and staff to reach their full potential. The roles of the stakeholders in this mentoring process are outlined below.

ScIP Committee

The ScIP committee is made up of teachers and administrators. The responsibility of the committee is to provide oversight to the process in tandem with the building level administrators.

Mentors

Mentor teachers will spend time helping provisional teachers understand the curriculum, the students, the teaching/learning process, and the political and social environment of the school. They will support new teachers through what is often an isolating experience and introduce them to a professional learning community that is inclusive and collaborative.

The mentor teacher orients the Newly Hired Teacher to the school and to the Bound Brook School district as a whole. The mentor teacher provides resources and connects the new teacher with needed supplies. Throughout the year, they will assist the Newly Hired Teacher in their professional development, providing them with systematic support and helping them to analyze their educational practice. The mentor teacher models one who is always seeking to improve their craft. To this end, they attend programs specifically designed for mentoring, help evaluate the mentoring program, and assist in its continued development.

The prospective mentor teacher should be: a caring individual, a good classroom manager, a master teacher who is knowledgeable about learning and learners as well as subject matter, a risk taker, a reflective practitioner who is articulate and analytical about teaching, a good listener, someone who enjoys learning and teaching, enjoys working with children/students as well as adults and one who is sensitive, flexible, fair, and knowledgeable about school and school systems. Based on these characteristics, a mentor teacher will be able to fulfill the following roles: coach, prober, empathizer, communicator, promoter of risk taking; a diplomat, supervisor, nurturer, observer, counselor, motivator, goal setter, positive reinforcer, respecter of own and other adults' potential for learning, growth and change, analyzer, model.

Newly Hired Teachers

The Newly Hired Teacher should strive to become the best educator that they can be. To this end, they design lessons, facilitate learning, and continually evaluate their own effectiveness. Additionally, they participate in assessing the needs of their students, observe other teachers, and meet regularly with their coach or mentor teacher. They are ultimately responsible for their success.

School Leaders

The Assistant Superintendent, along with key stakeholders, provides the direction and oversight for the mentoring process. District and school level administrators/supervisors have a special responsibility to the students and thus a vested interest in the success of new teachers. To this end, they arrange professional activities and develop schedules, providing release time if necessary, to allow Newly Hired Teachers and their mentors to participate in conferencing, observation, and planning. They meet with the mentors and Newly Hired Teachers as needed to ensure that the requirements of Newly Hired Teachers and mentors/coaches are being met. School leaders are encouraged to participate in the induction process for the new teachers whom they will supervise and evaluate throughout the year. Finally, their vision and participation is critical to the evaluation and revision of the mentoring program from year to year.

Other Faculty

All teachers are expected to create an atmosphere of collegiality and support. Constructive feedback is welcomed and encouraged as the mentoring program develops from year to year.

School Board

It is the responsibility of the Bound Brook Board of Education to approve the district mentoring plan and its fiscal impact.

Teacher Prep Universities

The district intentionally seeks to be in communication with local teacher preparation programs. Local colleges and universities are sources for professional development, especially for teachers of the alternate route program. Furthermore, the district reaches out to the universities so as to recruit the best teachers for its students and offers these prospective teachers a quality induction program.

The New Jersey State Department of Education

The Department of Education has had an instrumental role in this Mentoring Plan through the providing of guidelines, the opening of communication, and the linkage to resources such as “New Jersey Mentoring

for Quality Induction: A Toolkit for Program Development”. The State Department of Education has helped to ensure that the Bound Brook School District develops an effective plan for retaining those teachers who are best suited to teach the students entrusted to them.

Overview of the Bound Brook School District Mentoring Plan for 2017-18

Program Survey:

Non-tenured staff members were surveyed at the conclusion of the 2015-16 school year. The results of this survey were used to formulate the mentoring plan to be implemented for the 2016/2017 school year.

Staff Development Schedule:

August 28-August 31, 2017	New Teacher Orientation
September 1, 2017	Staff Development Day
September 5, 2017	Staff Development Day
September 6, 2017	Staff Development Day
September 7, 2017	Staff Development Day
December 6, 2017	Two Hour Delay- Staff Development
March 7, 2017	Two Hour Delay- Staff Development
April 4, 2017	Two Hour Delay- Staff Development

Classroom Visitation Schedule:

New and novice teachers will have a minimum of three classroom visitations. At least two of these will be formal observations. These will consist of a pre-observation conference, classroom visitation and a follow-up conference. Additional formal and informal visits or observations will be made by the administration as needed on an individual basis. The teachers may have the opportunity to establish goals and prepare activities to be observed by the administration. A documentation log will be maintained by each new and novice teacher highlighting a minimum of three accomplishments under each of the standards in the Stronge Evaluation Model.

New Teacher-Mentor Meetings:

New teachers and their mentors will meet at least once per week for a minimum of thirty minutes after the conclusion of the work day. Topics to be discussed include but are not limited to those identified in the New Teacher Academy and District Mentoring Handbook. Additionally, the mentor and new teacher must address each of the procedural requirements outlined in the handbook. As noted, both the mentor and the new teacher are required to keep a log of the meeting dates/times and topics discussed as part of their documentation in My Learning Plan. Specific topics required for discussion will be made available to the parties at the new teacher orientation meeting.

New Teacher-Administrator Meetings

New teachers will also be required to meet with the Assistant Superintendent and Mentoring Team once a month. At this meeting the administrator will review certain procedural issues and review the progress of the mentoring process. Additional meetings with the administration and support personnel may be required as directed by the administration.

Other Requirements:

New teachers at the direction of the administration may be required to attend other professional development activities. These may include workshops, seminars, district initiated meetings, etc.

NEW TEACHER ORIENTATION

TASK	ACTIVITY	BENCHMARKS	COST	RESPONSIBILITY
1. Technology	Overview of Computer Systems	Period by period attendance Progress reports Student information Webpage Email	N/A	Iskren Milanov
2. SiOP Training	Sheltered instruction including strategies such as Cooperative learning, Explicit, targeted vocabulary development Slower speech with clear enunciation and fewer idiomatic expressions Visuals, demonstrations and hands-on learning Text adaptations Homework adaptations Supplementary materials	Language Objectives Student engagement Lesson Plans	N/A	Tarkyno Jacome Kristin Bruscia
3. Assessment	Classroom assessments (beginning with the end in mind)	Aligned w/Curriculum New Jersey Core Content Standards State Assessments	N/A	Principals District Mentoring Team

4. Curriculum Mapping	How to use a curriculum map	Curriculum Mapping Updates Curriculum Committee Work	N/A	Principals District Mentoring Team
5. Lesson Planning	What must be on a lesson plan Using Genesis Lesson Planner	Objectives NJ Core Content Standard Activities Assessment	N/A	Principals District Mentoring Team
6. Personnel	Complete Records	Complete Employment Paperwork Benefits	N/A	Mary Ann Everett/Stacie Winkleman
7. Classroom Management	Preparing for Students & Managing Behavior: Restorative Practices Responsive Classroom	Observation Discipline Referral Documentation Student Achievement	N/A	Principals District Mentoring Team Restorative practices
8. Special Services	Special Ed. Laws for regular Ed and Special Ed teachers Integrating Students into the regular ed. classroom	Complete Mandatory training	N/A	Marc DeMarco
9. GCN	Required trainings	Complete Mandatory training	N/A	Beth Fischer
10. Stronge Evaluation Model	District Evaluation Model	Complete Mandatory Training	\$3400	Nancy Richmond-Consultant for Stronge and Associates
				Revised 8/2/17

Action Plan for Implementation

- August 2017
 - Revise and present District mentor Plan to the School Board for its approval
 - Match mentors with Newly Hired Teachers as they are hired
 - Encourage initial contacts between mentor and novice
 - Provide Plan to ScIP committee members

- August 2017
 - Present a four day induction for new staff

- September 2017 through May 2018
 - District Mentoring Team work with mentors to plan and provide support and follow up training to mentees.
 - District Mentoring Team host New Teacher Academy specifically focused on additional training to mentees.

- June 2018
 - Mentees surveyed to provide feedback and create initiatives for 2018-19 Program

