

**BOUND BROOK
SCHOOL DISTRICT**



MENTORING HANDBOOK

2021-2022

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New Teacher Academy Calendar

(All meetings are mandatory for Novice Teachers.)

August 2021	Building administrators identify pairings of novice teachers and mentors for current school year. This list is forwarded to the Board Office for documentation and approval.
August 30-September 2, 2021	New Teacher Orientation
September 7, 2021 September 9, 2021	Professional Development Professional Development (PM)
September 15, 2021	Initial Mentoring Meeting to identify goals and responsibilities (Mentors must attend.) (3-4PM)
September 29, 2021	Building based meeting with principals CHECK IN, Q&A
October 13, 2021	Topic: SiOP (3-5PM)
October 18 - 22, 2021	Meeting with Supervisor Topic: DATA REVIEW (Logs submitted in MyLearningPlan.)
October 25-29, 2021	Novice teachers visit mentor's classroom. Visits scheduled through administration
October 27, 2021	Building based meeting with principals Topic: I&RS, Conferences
November 10, 2021	Topic: SiOP (3-5PM)
December 1 – 10, 2021	Mentors visit novice teacher's classroom. Visits scheduled through administration.
December 1, 2021	Topic: SiOP (3-5PM)

January 5, 2022	Topic: SiOP (3-5PM) (Logs submitted in MyLearningPlan.)
January 19, 2022	Building based meeting with principals Topic: At Risk Students
February 2, 2022	Topic: SiOP (3-5PM)
February 16, 2022	Topic: SiOP (3-5PM)
March 2022	District Training: Testing (date TBD)
April 13, 2022	Topic: SiOP (3-5PM)
Week of April 25, 2022	Building based meeting with principals. Topic: End of Year Observations/Evaluations
May 18, 2022	Required meeting to discuss and assess the program. Final logs are submitted. Program surveys completed.
June 2022	Administration meets to review the program.



Bound Brook School District

VISION

“What teachers know and can do is the most important influence on what student learn.”

What Matters Most: Teaching for America’s Future (1996)

Student learning is directly related to teacher competence in the classroom. To maximize a teacher’s impact on student learning, an environment of collaboration, inquiry and reflective thinking must be established. To that end, the Bound Brook Public Schools has a vision, developed with insight on teacher learning, of compatible partnerships between colleagues where the mentor doesn’t just give advice and solve problems, but rather becomes the questioner, listener and models reflective thinking. This vision includes many opportunities for enhancement of professional development and growth as teachers explore their own individual teaching styles in a very supportive school culture.

Section I: Introduction

GOALS OF THE MENTORING PROGRAM

The goal of the Bound Brook Mentoring Program is to provide guidance, support, advocacy, and coaching for our new teachers. The program pairs individuals to develop and nurture a new teacher to become a successful educator.

The Bound Brook Mentoring Program will:

- Provide the assistance to help beginning teachers to improve their teaching performance and optimize student learning.
- Support growth of knowledge and skills needed by new teachers to be successful.
- Introduce the culture and beliefs of the school district and community to first year teachers.
- Promote the professional and personal well-being of beginning teachers by building a solid foundation for their continued teaching success.
- Provide an opportunity for beginning teachers to analyze, reflect, and evaluate their growth in the profession with assistance from support teachers and the administration.

MENTORING AGREEMENT

The mentoring agreement brings together the Mentor, the Novice Teacher, and the Principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the Mentor and the Principal, make clear that the Novice Teacher is a colleague, and that collegial relationship strengthens the education of the Novice Teacher's students.

The Mentor and the Novice Teacher hereby agree:

1. To develop a professional and collegial working relationship by discussing expectations and arriving at mutual understanding about how to work together effectively.
2. To keep all shared information and discussions confidential unless by mutual agreement.

The Mentor hereby agrees:

1. To review the background and résumé of the Novice Teacher to provide the type and amount of support indicated by this background.
2. To attend the Novice Teacher's classes regularly and provide the Novice Teacher with feedback, coaching, and support provided by the district.
3. To be available for informal support and consultation.

The Novice Teacher hereby agrees:

1. To observe the Mentor's teaching as well as the teaching of other experienced professionals.
2. To work on following the suggestions which the Mentor makes.
3. To seek out the Mentor for answers to questions that may arise.

The Principal hereby agrees:

1. To observe and evaluate the Novice Teacher.
2. To provide support to both the Mentor and the Novice Teacher.
3. Not to solicit evaluative comments from the Mentor regarding the Novice Teacher.
4. To allow the Mentor opportunity to observe the Novice Teacher as appropriate.
5. Arrange for the Novice Teacher to observe other teachers.
6. Time to meet and discuss per the NJDOE regulations and agreements.

All signers agree to follow all NJDOE regulations regarding the Mentoring Program.

Mentor: _____ Date: _____

Novice Teacher _____ Date: _____

Principal: _____ Date: _____

AN OUTLINE FOR A SUCCESSFUL FIRST YEAR

A. Ask for help

1. Day one
2. Paperwork
3. Lessons
4. Classroom management
5. Policies

B. Flexibility

1. Use common sense
2. Accept/ try suggestions
3. Observe others to further develop own style
4. Adapt to constant changes
5. Open to various ideas and solutions
6. Remain positive

C. Classroom Management

1. Establish consistent and fair procedures
2. Be proactive/ not reactive
3. Built on respect^[L]_(SEP)
4. Caring relationship/ not “buddies”
5. Set clear expectations for classroom interactions and behavior

D. Classroom Organization

1. Establish procedures
2. Is prepared before class begins
3. Aware of class climate/ environment
4. Back-up and substitute plans in place
5. Room is “user-friendly”
6. Develop positive and professional relationships (students, parents, peers, administration)

E. Self-Reflection

1. Reflect upon and learn from mistakes
2. Admit personal mistakes
3. Avoid defensiveness

SECTION II: SOME THOUGHTS AND CONSIDERATIONS BEFORE SCHOOL STARTS

ORGANIZATION OF PHYSICAL SPACE IN THE CLASSROOM

Below you will find some suggested areas for discussion when organizing your classroom's physical space:

Student Desks: How do you organize the students?

____ groups (number in group, location in room, student or teacher choice)

____ rows (number in row)

____ other patterns for desks (partners, triads, large horseshoe shape, circle, etc.)

____ identification of students' workspace (seating charts, nametags, etc.)

Teacher Workspace: How do you organize your workspace?

____ file cabinet (how do you organize each drawer or file?)

____ materials for teacher use only

____ extra work tables/ areas

____ teacher mailbox

____ other

Supplies and Materials: Where do you keep personal supplies vs. supplies for students use?

____ for teacher use only

____ available for student use

CHECKLIST FOR CAMPUS TOUR

Help your novice teacher locate the following rooms:

- ▶ Room and Keys
- ▶ Your (Mentor) room
- ▶ Teachers' Workroom/ Lounge
- ▶ Teachers' Mailboxes
- ▶ Principal's Office
- ▶ Assistant Principal's Office
- ▶ Counselor's Office
- ▶ Nurse's Office
- ▶ Faculty Restrooms
- ▶ Faculty Parking
- ▶ Supply Room
- ▶ Book Room
- ▶ Custodian's Office
- ▶ Media Center
- ▶ Special Education Offices/ Resource Rooms
- ▶ Fine Arts Area
- ▶ Athletic/ Physical Education Area
- ▶ Computer Labs
- ▶ Cafeteria
- ▶ Library
- ▶ Any other special rooms on campus

SPECIAL PHONE NUMBERS

SCHOOL OFFICE: _____

MY PRINCIPAL: _____

MY MENTOR: _____

MY BBEA REPRESENTATIVE: _____

NURSE'S OFFICE: _____

SUPERINTENDENT OF SCHOOL: Dr. Daniel Gallagher x2921

ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION:
Elizabeth Fischer x3953 CELL: (908) 268-2664

ADMIN. ASSISTANT FOR THE SUPERINTENDENT: Martha Ferrer x2925

HUMAN RESOURCES: Taryn Jzefowicz x2926

ABSENCE: www.frontlineeducation.com

SPECIAL EDUCATION DIRECTOR: Marc DeMarco x6989

DIRECTOR OF GUIDANCE, K-12: Anthony Mormile x3966

RESPONSIBILITIES OF THE MENTOR:

- The mentor teacher must devote at least 30 hours to mentoring each novice teacher exclusive of the mentor training.
- The mentor teacher must be willing to be observed within his/her classroom.
- The mentor teacher may also demonstrate lessons in each novice teacher's classroom.
- The mentor teacher must be available to meet with each novice teacher on a regular basis for support, problem-solving and informal feedback on successes and concerns.
- The mentor teacher will act as a resource for the educational needs of each novice teacher.
- The mentor teacher must protect the confidentiality of any collaboration and discussion with each novice teacher. The mentor teacher shall not be involved in any evaluation.
- The mentor teacher must have a desire to help new teachers grow in their profession and a willingness to devote time to support each novice teacher. Some of this time will be voluntary, as mentors and novice teachers will meet before or after school.
- The mentor teacher and novice teacher will keep a documentation record of observations, peer coaching and informal meetings. This documentation record will serve to certify that the above activities occurred.
 - Mentors must keep logs of contact time with mentees (in MyLearningPlan).
 - Mentors submit those logs to the district office.
- The mentor teacher will complete the Mentor Teacher Survey after the last mentoring meeting to help us effectively evaluate the mentoring program.

RESPONSIBILITIES OF THE NOVICE TEACHER:

- Novice teachers will be expected to attend all mentoring meetings to discuss common issues and prepare for the challenges during the months ahead. These meeting dates will be determined by administration.
- Novice teachers will keep a personal reflection journal to share with the mentor. This journal will provide the basis for discussion and problem solving.
- Novice teachers will be involved in district in-services (including new teacher orientation) related to their job, whenever possible.
- Novice teacher will meet on a regular basis with the mentor for review of classroom practices and management concerns.
- Novice teacher will take advantage of the opportunity, whenever possible, to observe other tenured teachers with the permission of the teacher and administrator.
- Novice teacher will complete Novice Teacher Survey after the last mentoring meeting to help us effectively evaluate the mentoring program.

ROLE OF THE ADMINISTRATION:

- To be trained in the mentoring process.
- To participate in the selection and assignment of mentors.
- To pair mentors and new teachers.
- To provide a schedule which includes mutual release time for the mentor and new teachers, whenever possible.
- To meet with other administrators to review the program and make recommendations for the following school year.

QUESTIONS TO ASK YOUR MENTOR

- Whom do I see if I need office supplies?
- Whom do I see if I have a student needing to be evaluated for special education services?
- Whom do I see if a student needs counseling?
- Whom do I see if I need help with a student who is having discipline problems?
- Whom do I see if I need textbooks?
- Whom do I call if I need a substitute?
- What are my hours?
- What do I do if I need to leave my classroom?
- What are the bathroom and hallway rules? Do students need a hall pass?
- What time do students come to the room?
- What special programs do we have?
- When, under what circumstances, is it appropriate to write a discipline referral for a student?
- Where do I park?
- Where do I eat lunch?
- Where do students go in the morning before school starts?
- Do I have any assigned duties?

OBSERVATIONS THROUGH THE MENTORING PROCESS

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. Observation, feedback, and support 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 **non-judgmental**. Its 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 should conference. It is suggested that the novice teacher record the goals of the lesson, the learning that resulted from the discussion, and possible implementation plans.

Section III : Mentor Resources

Having Learning Conversations

- A key way to extend and deepen thinking is by posing questions. Your questions before a classroom visit can help clarify goals for student learning, explore teaching strategies, and identify a focus for data collection.

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QUESTIONS FOR SELF-REFLECTION: NOVICE TEACHERS

Overall Lesson Implementation

- Which teaching approaches work best for you? Why?
- What are your strengths? What areas do you feel need improvement?
- What have you done, or could you do, to broaden and deepen your knowledge of the discipline?
- How do your lessons reflect the NJCCCS?
- How have you been able to incorporate technology in order to assist and enhance teaching and learning?

Classroom Management

- What classroom management strategies do you find successful?
- How have you utilized resources to assist in developing and implementing classroom management strategies?

Student Interaction/ Participation

- What strategies do you use to encourage student participation?
- How do students perceive your tone and the climate of the classroom?
- What questioning techniques do you implement during your lessons?
- How do you assist students in relating content to real-world situations?

Assessment

- What types of assessment tools do you use to evaluate students' learning?
- How do you know students have successfully gained an understanding of a concept?
- How do you follow up your lessons to check for students' understanding?
- How do you use the assessment tools to enhance your teaching?

HELPFUL HINTS FOR MENTORS

- Model continuous learning and professionalism.
- Orient the novice to both the workplace and the culture of the community.
- Familiarize novice with the curriculum requirements.
- Familiarize novice with the principles of learning.
- Help novice design and implement effective lessons.
- Inform principal of a need to arrange schedules to allow for collegial planning, visitation, and observations.
- Be positive, supportive, and patient.
- Give advice at appropriate times. Model practices and share strategies.
- Keep the relationship confidential. Colleagues and administrators do not need to know every success and failure.
- Listen to the novice's concerns. They may seem unimportant to you, but they are important to the novice.
- Encourage novice to reflect upon his/ her performance. Take time to debrief teaching episodes, asking novice to explain how and why he/ she performed a particular behavior.

SECTION V : APPENDIX

YOUR PROFESSIONAL PORTFOLIO

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 in a separate file:

- ◆ 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



"Mentoring is a relationship, not just a procedure or activity, where one person professionally assists the career development of another, outside the normal manager/employee relationship." (S. Mind, Business Mentoring and Coaching, Training and Development, April 1993, p. 26)