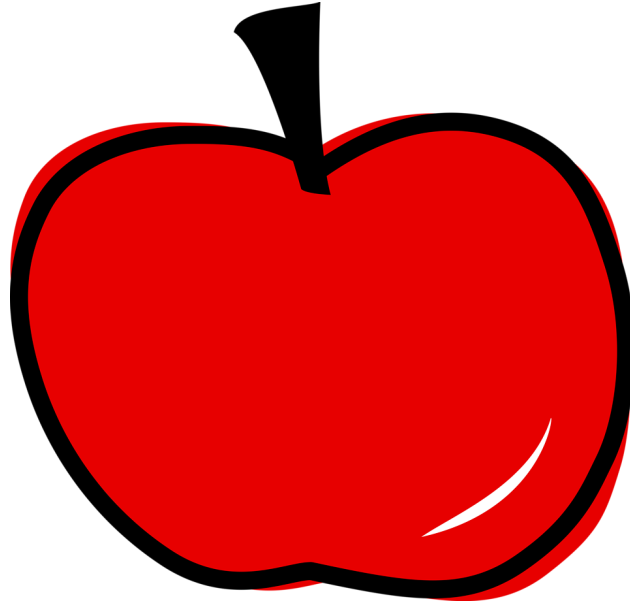


Bound Brook School District
130 West Maple Avenue
Bound Brook, New Jersey 07882



Mentoring and Induction Plan 2022-2023

"...When mentoring programs thrive, school systems are also more likely to develop a comprehensive vision for assessing and supporting instructional excellence . . . More importantly, they have a much greater chance of transforming their schools into vibrant learning communities capable of helping all teachers, and all students, succeed."

*Dara Barlin is the associate policy director of the New Teacher Center, a national, nonprofit teacher-development organization with headquarters in Santa Cruz, Calif. She is a co-author, with Ellen Moir, Janet Gless, and Jan Miles, of *New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness* (Harvard Education Press, 2009).*

Bound Brook School District Mentoring and Induction Plan 2022-2023

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Plan Approval and the Local Board of Education

District Profile Sheet

The district profile sheet reflects the mentoring data from the 2021-2022 school year.

Name of District: Bound Brook School District

District Code: 0490 County Code: 35

District Address: 130 West Maple Avenue, Bound Brook, NJ 08805

Chief School Administrator: Dr. Alvin L. Freeman

Mentoring Program Contact: Mrs. Elizabeth Fischer Phone: 732-652-7953

Type of District: PreK-12

As of July 1, 2022 the numbers below reflect September 1, 2022 start dates:

Number of novice teachers with a Certificate of Eligibility: 1

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 4

Number of Mentors needed: 5

Number of novice teachers in the following areas:

PK-5: 4 6-8: 1 9-12: SPED: Other:

Payment Instructions for Mentors/Mentees:

The fee for CE teachers is \$1,000 and the fee for CEAS teachers is \$550. State regulations require that all payments to mentors by new staff are paid through the district and no payments should be made directly from novices to mentors.

The payment amount that will be Board approved, will be deducted from your paychecks over the span of one year - September to June. At the end of the year, the mentor and mentee must submit a letter to the Superintendent and Manager of Human Resources that provides proof that all mentoring requirements have been completed.

Mentors will be paid the Board approved amount in their last paycheck in June.

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LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

Name of District: Bound Brook School District

County: Somerset

Chairperson: Mrs. Elizabeth Fischer

Phone: 732-652-7953

Fax: 732-271-9097

E-mail: bfischer@bbrook.k12.nj.us

Names of Professional Staff Members on Committee:

	NAME	EMAIL ADDRESS	TITLE
1.	Soni Indricovic	sindricovic@bbrook.k12.nj.us	First Grade Teacher
2.	Kelly Hellman	khellman@bbrook.k12.nj.us	Grades 4-5 LLD Teacher
3.	Jessica Stover	jstover@bbrook.k12.nj.us	Third Grade Teacher
4.	Steven Fischer	sfischer@bbrook.k12.nj.us	High School Social Studies
5.	Stephen Thyne	sthyne@bbrook.k12.nj.us	Middle School ELA Teache
6.	Jeff Salmeri	jsalmeri@bbrook.k12.nj.us	Interdisciplinary Dept. Chair

Names of Administrators Appointed to Committee Continued:

	NAME	EMAIL ADDRESS	TITLE
1.	Edward Smith	esmith@bbrook.k12.nj.us	High School Principal
2.	Nadia Leunig	nleunig@bbrook.k12.nj.us	Elementary Asst. Principal
3.	Elizabeth Fischer	bfischer@bbrook.k12.nj.us	Assistant Superintendent of C&I

Bound Brook School District Mentoring and Induction Plan 2022-2023

BOUND BROOK SCHOOL DISTRICT Teacher Mentoring Plan Board of Education Review Notification

The Bound Brook School District Board of Education has reviewed the local mentoring plan developed by the Bound Brook School Improvement Panels. The Bound Brook Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J.A.C. 6A:9-8.4.

A copy of the district profile sheet and the board of education's review of the plan have been attached.

Date: August 22, 2022

NEEDS ASSESSMENT FOR A MENTORING PROGRAM

Rationale:

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While education programs and most colleges and universities provide practicing teachers with experiences that are designed to help them acclimate to the real classroom environment, it is incumbent upon districts to provide additional supports to novice educators.

The objective of establishing a novice teacher induction protocol is to provide for the success of novice teachers in their assignments teachers which will ultimately be demonstrated by the academic achievement of their students. Further, it is equally important to provide mentoring and professional development that will foster growth and assist novice teachers in their transition into effective classroom instructors.

Procedure:

1. Upon approval of hire and prior to the beginning of the contracted teaching assignment, Human Resources will identify candidates with CEAS, CE, and standard certificates. This list will be provided to the mentoring administrator and principals.

2. Mentor Selection:
 - Employment posting available to all staff.
 - Candidates will complete the application and submit to the principal.
 - Principal screens and selects mentors using mentor criteria selection.
 - Summative rating of highly effective or effective from the prior year
 - Application and recommendation forms are submitted to the Assistant Superintendent/Mentor Administrator.
 - Once approved, mentors will be placed on the BOE agenda prior to the beginning of the novice teacher's contracted teaching assignment.

3. New hires must participate in a five (4) day induction program that includes
 - Training on James Stronge's Evaluation Rubric and Practice Instrument
 - District policies and procedures
 - Introduction to curriculum and assessment for their particular assignment.

4. All mentor teachers will participate in professional development that includes:
 - James Stronge's Evaluation Rubric and Practice Instrument
 - NJ Professional Standards for teachers
 - New Jersey Student Learning Standards
 - Leading reflective conversations about teaching practice

All novice teachers will also receive intense mentoring during the first two weeks of school.

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While completing the induction process, novice teachers and mentors will meet for a minimum of 30 hours. Both mentor and novice teachers are expected to complete a mentor log on My Learning Plan.

Beginning the third month of mentoring, both novice teachers and teacher mentors should visit each other's classrooms for peer observations. The building administrator should be notified of the visitation schedule in advance. While the notes should be kept confidential, the recommendations should be logged.

All visits and support do not have to be physical meetings. Electronic means may be utilized including video conferencing, emails, and journals. Text messaging may be used to expedite feedback but it is not an acceptable log entry.

The Assistant Superintendent/Mentor Administrator is responsible for monitoring the mentoring of the provisional teacher, selecting the mentor (see materials and selection criteria in appendix), scheduling consultations, reviewing mentor logs, and communicating concerns with the building administrator.

The Assistant Superintendent/Mentor Administrator will also provide guidance/training for mentors in the areas of **classroom observations, the district evaluation system, reflective teaching practices, and learning styles of adult learners**. The Assistant Superintendent/Mentor Administrator will also maintain a matrix of mentors and provisional teachers, attendance at required training, provide PD hours within my learning plan, and monitor concerns reported regarding mentoring.

VISION

The Bound Brook School District knows that what matters most for students' learning is the knowledge, skills, and commitment of our teachers. It is our belief that we must

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Mentoring and Induction Plan

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uncompromisingly build the learning capacity of our novice teachers thereby enhancing the profession of teaching which will manifest in the achievement of optimal student growth and development.

The purpose of the Bound Brook School District's Novice Teacher Induction Protocol is to facilitate the growth of novice teachers. It is our goal to assist the beginning teachers to reach the highest levels of professional and personal development during their initial years of teaching.

We further strive to identify and meet their needs through a collaborative effort of the novice teacher, the teacher mentor, the mentor contact and supporting administrators.

GOALS

The Bound Brook School District has developed this Novice Teacher Induction Protocol for novice teachers to meet the statutory requirements for Provisional Teachers, Administrative Code (6:11-4.3, 6:11-13, 6:11-13(d)). The purpose of this protocol is to provide new teachers with the opportunity for ongoing support, collegial conversations, supervision, and evaluation by a professional support team. The support team consists of a teacher mentor, school leaders, and district administrators.

The goals of the Bound Brook School District's Novice Teacher Induction Protocol for Quality Teacher Induction Program are:

- To assign a highly qualified mentor teacher.
- To provide the assistance necessary to reduce the problems known to be common to beginning teachers.
- To support the development of the knowledge and the skills needed by novice teachers to be successful in their initial teaching positions.
- To integrate novice teachers into the culture of the school, the district, and the community.
- To provide an opportunity for novice teachers to analyze and reflect on their teaching with assistance from support teachers and staff developers.
- To initiate and build a foundation with novice teachers for the continued study of teaching.

The objectives of the induction process are designed to assure the realization of our program goal- helping the novice teacher make the transition from theory to practice- assisting with the adaptation to the demands of the new environment and to function effectively in the system. The Bound Brook School District also seeks to achieve the following using the Novice Teacher Induction Protocol:

- To provide information regarding available resources both human and material, policies, and procedures of the district.
- To provide information regarding available resources both human and material, policies, and procedures unique to the building assignment.
- To develop further and understanding of effective classroom techniques and

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procedures- classroom management and delivery skills and the teaching strategies reconciled with those set forth in the college scene.

- To develop an understanding of curriculum program expectations- familiarization with subject content, skills, and concepts to be taught, time elements to be devoted to subjects, and alternative activities to facilitate learning.
- To develop an understanding of the systems of evaluation reporting to children, reporting to parents, standard classroom means of evaluating process, and standardized testing programs.
- To develop an understanding of the systems used to monitor instruction - the type of supervision and the means to evaluate teachers – district and state observation and evaluation forms.
- To develop an awareness of alternative programs, their purpose and objectives, their availability, and the process of referrals- children deemed exceptional and a typical and children needing support help of a temporary nature.

QUALITIES OF EFFECTIVE MENTORS

The criteria for selection of effective mentors may be organized into four general categories: character, professional competence and experience, communication skills, and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors.

All mentors are required to attend all training meetings.

Character

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession Believes mentoring improves instructional practice Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes Exhibits good humor and resourcefulness Enjoys new challenges and solving problems

Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher.
- Has an effective or highly effective summative rating from the prior.
- Has excellent knowledge of pedagogy and subject matter. Has confidence in

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- his/her own instructional skills.
- Feels comfortable being observed by other teachers. Maintains a network of professional contacts.
 - Understands the policies and procedures of the school, district, and teachers' association Is a meticulous observer of classroom practice.
 - Collaborates well with other teachers and administrators. Is willing to learn new teaching strategies from the novice.

Communication Skills

- Is able to articulate effective instructional strategies. Listens attentively
- Asks questions that prompt reflection and understanding Offers critiques in positive and productive ways
- Is efficient with the use of time Uses Email effectively
- Is discreet and maintains confidentiality

Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a protégé's emotional and professional needs Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others; Is patient

Source: National Foundation for the Improvement of Education

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Selection of Mentors

Each mentor teacher should be a fully certified teacher with three (3) years of effective teaching experience with the Bound Brook School District. This guideline may only be amended by the Superintendent or designee.

Whenever possible, the Teacher mentor should be certified in the same field as the Novice Teacher. Additionally, where possible, the Teacher mentor should be teaching the same grade level or, when not possible, should be within one grade level of the novice teacher. Ideally, the teacher mentor should be located within the same building. If the above criteria cannot be met within the same building, the teacher mentor may be selected from another building and an instructional buddy should be assigned within the building].

Mentor identification and approval process:

- Candidates will complete the application
- Summative rating of highly effective or effective from the prior year
- Application and recommendation forms are submitted to the Assistant Superintendent/Mentor Administrator.
- Once approved, mentors will be placed on the BOE agenda, prior to the beginning of the novice teacher's contracted teaching assignment.

The teacher mentor must also agree to maintain the confidential nature of the mentor teacher/novice teacher relationship.

The teacher mentor has demonstrated exemplary command of content area knowledge and of pedagogy.

The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.

The teacher mentor agrees to complete the mentor training program.

The HIRING ADMINISTRATOR (Assistant Superintendent, Principal/Supervisor/Director) will be responsible for submitting the name of the mentor prior to the beginning of the contracted teaching assignment for all teachers who DO NOT HOLD A STANDARD TEACHING CERTIFICATE.

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The Assistant Superintendent/Mentor Administrator will invite **eligible teaching personnel** to apply for a district mentor position.

Each candidate will submit the application to his/her building principal. The building principal will screen the mentor applicants and forward a list of recommended teacher mentors and reserve teacher mentors to Assistant Superintendent/Mentor Administrator.

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STAKEHOLDER COMMITMENT

The Bound Brook School District has several stakeholders who participate in the district's Novice Teacher Induction program. The commitment from all stakeholders ensures that mentors receive the training they need to provide support and guidance to the novice teachers.

The Board of Education Will Support Novice Teacher Induction by:

- Providing funding for the district induction program
- Supporting the district induction program
- Reviewing and approving the district's induction program
- Developing an understanding of the latest research on mentoring novice teachers

District and School leaders Will Support Novice Teacher Induction by:

- Informing novice teachers about the Induction program and the New Jersey Provisional Teacher Program
- Selecting mentors based upon application criteria
- Matching mentors and novice teachers considering years of experience, teaching assignment, proximity, and personality
- Respecting the confidentiality of the mentor-novice relationship
- Contributing to the ongoing program evaluation, including ensuring mentors' training attendance and submission of mentor logs
- Supporting and encourages qualified teachers to apply to become mentors
- Supporting the mentor-novice teacher relationship by scheduling time to plan together, observe each other, and conference
- Becoming knowledgeable through training about the components of the mentoring and induction program
- Coordinating and participates in orientation and other workshop sessions for novice teachers
- Creating and supports a professional learning community that enhances the mentor-novice teacher relationship
- Attend PD regarding how to support novice teachers

The Mentor Will Support Novice Teacher Induction by:

- Attend all scheduled mentor training.
- Devote time before school, after school, or during free time within the school day to meet with the novice teacher.
- Hold a minimum of two informal meetings each week to discuss the new teacher's questions, needs, and experiences.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching

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techniques (this may include demonstration lessons).

- Visit the novice teacher's classroom for the purpose of non-evaluative observation and the provision of feedback, coaching, and support.
- Be accessible for informal support, consultation, and orientation of the novice teacher about the district and school policies, procedures, and expectations.
- Keep a log of times and dates of all contacts with the novice teacher using the district form on My Learning Plan. The log must be submitted before payment of the mentor fee will be authorized.

The Novice Teacher Agrees To:

- Attend all scheduled mentor/novice sessions and district-led novice teacher training.
- Maintain ongoing lesson plans following district format and documenting the CCSS and the NJCCS (if applicable)
- Invite mentors into the classroom for peer observations
- Obtain ongoing support and reflect on classroom practices aligned with the New Jersey Standards for Teachers
- Maintain confidentiality for all mentor-novice activities and discussions
- Contribute to ongoing program evaluation
- Develop a Professional Development Plan within 30 days of hire
- Ask questions, listen, participate in discussions, and read professional journals and articles
- Receive constructive feedback from the mentor, school leaders, and other content experts
- Keep a reflective journal throughout the process
- Seek help!

PROFESSIONAL LEARNING COMPONENTS FOR MENTORS

Mentor teachers must complete a comprehensive Mentor Teacher Training Program provided by the district (See Appendix). Additional and ongoing sessions that provide opportunities for reflection and discussion of the mentoring process occur during the school year. During these sessions, the focus assists the mentors in providing specific and concrete feedback. In addition, mentors receive training in curriculum, instruction, and assessment.

The mentor teacher is responsible for promoting the novice teacher's knowledge and instructional strategies related to the Common Core State Standards, NJ Curriculum Content Standards (where applicable), and Professional Standards for Teachers in order to facilitate student achievement.

All mentors will be trained in the Stronge Observation System to facilitate the peer-observation process and critical dialogue.

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PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

Over the years, several theories of adult learning have been identified. It is important for the Bound Brook School District to utilize effective adult learning techniques to design a rigorous and comprehensive Novice Teacher Induction Protocol. Based upon the research on adult learning, adults learn most effectively when there is: a perceived need for new knowledge and skills; an opportunity to apply what has been learned; an emphasis on integrating new knowledge with what is already known; and an opportunity for collaboration and reflection. (Knowles, 1980; Menriam & Caffarella, 1991; Watkins & Marsick, 1993; Sergiovanni, 1996).

Therefore, the novice teachers' professional learning-experiences must be:

- Systemic
- Collaborative
- Reflective
- Rich with discussion, debate, problem posing, and problem-solving
- A real-world balance of theory and practice

Conversations, dialogue, reflective writing, and collaborative problem solving must become common practices that encourage each novice teacher to challenge assumptions, gain new insights, and build leadership capacity. Each member of the teaching community must feel a sense of accountability for student learning and be willing to not only take individual responsibility for identified problems but also take on the collective responsibility for solving them.

The Bound Brook School District recognizes the need for professional development which targets novice teachers and seeks to provide them with ongoing support. Therefore, the district is committed to providing a one-year induction process for novice teachers.

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District Mentoring Plan: The District Plan Development and Approval Process

Place an "X" in the box that is appropriate for each item

	YES	NO	TBI
District-Wide Planning Process			
Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher association, as members of the local Professional Development Committee (LPDC) or District Evaluation Advisory Committee (DEAC) to develop a mentoring plan aligned with state regulations?	X		
Does the LPDC/DEAC monitor implementation of the mentoring program and use feedback to adjust and make improvements?	X		
Criteria-based Selection and Matching of Mentors			
Does our district mentoring plan include at least the criteria for mentor selection in state regulations?	X		
Are mentors selected based on the criteria stated in the regulations?	X		
Does our district have criteria for matching mentors and novice teachers?	X		
Are the matches between mentors and novice teachers based on criteria stated in the mentoring?	X		
Mentor Services			
Do mentors receive training in the skills of conferencing and feedback?	X		
Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?	X		
Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and the novice teacher?	X		

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Novice Teacher Services			
Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers?	X		
Are novice teachers brought together regularly during the year for networking opportunities?	X		
Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?	X		

Place an "X" in the box that is appropriate for each item.

	YES	NO	TBI
School Leader Services			
Do school leaders model a range of ways to support novice teachers at their schools?	X		
Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?	X		
Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?	X		
District Board of Education and Community			
Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?	X		
Is the community invited to support district efforts to nurture novice teachers?	X		
On-Going Program Evaluation			

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Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program?	X		
Does the LPDC gather outcome/summative information on the impact of them mentoring for quality induction program and is this information shared with staff and community?	X		

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Suggested Discussion Topics for Teacher Mentors and Novice Teachers:

Lesson Plans and Common Planning Time	Individualizing Instruction
Curriculum Development (units)	Large Group Instruction
Developing rapport with parents/students	Assessment
Fire Drill/Emergency Procedures	Differentiation
Division of Youth and Family Services (DYFS)	Student Intervention Referrals
Finding Instructional Materials	Rapport with Staff
Student Achievement	Common Core Standards
Time Management	Classroom Management
Technology Integration	Report Cards
Student portfolios and Conferences	Peer Observations
Evaluations/Observations	Field Trips
Confidential Information/Documents	Assessment Procedures
Classroom Set-Up	Genesis Grade Book and Attendance
Professional Development	Privacy (Telephone, Computer)
Sexual Harassment	Professional Obligations
SGOs and SGPs	Procedures for Absences
Cooperative Learning	Creating the Daily Schedule and Routines
School Resources	My Learning Plan
Certification Paperwork	Code of Conduct
HIB Policy	Social Media
ESL, Special Education, IR&S, 504, Basic Skills	Dress Policy

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2022-2023 New Teacher Orientation

Monday, August 29, 2022:

- District Overview: Meet the Administrators
- Building Tours and Procedures
- Technology Distribution
- Work in Classrooms

Tuesday, August 30, 2022:

- Stronge Evaluation and Observation System

Wednesday, August 31, 2022:

- Sheltered Instruction Observation Protocol
- Restorative Practices/ Responsive Classroom
- Work in Classrooms

Thursday, September 1, 2022:

- Link-It
- Curriculum Overview
- Work in Classrooms

September 6, 2022:

- All Staff Returns: Professional Development

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ACTION PLAN FOR IMPLEMENTATION

In accordance with the mentoring regulations specified in the NJAC 6A:9-8, novice teachers will be assigned a mentor after they have been board approved for a teaching position with the Bound Brook School District. An intensive induction institute will be held in the summer prior to the school year during the New Staff Orientation. Comprehensive training will include the evaluation system, lesson planning, effective communication, and listening skills, as well as reflection.

In addition to weekly mentor/ novice teacher work sessions, a mandatory New Teacher Academy session will be held one time per month for the novice teacher (see appendix for schedule). A Mentor teacher may need to be present.

These interactive and collaborative experiences may focus on such topics as classroom management, using data to inform instruction, establishing high expectations for students, accommodating learning styles, and Sheltered Instruction Observation Protocol.

The Novice Teacher Induction Protocol is organic and should be periodically reviewed and revised to meet the needs of the novice teachers as well as school board goals and student achievement.

Prior to the start of the school year (August 2022)

- Mentors and novice teachers meet in the novice teachers' classrooms to talk about practical considerations for the opening of school, such as: room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week.

At the start of the school year (September 2022)

- Mentors receive training in communication, teacher observation and conferencing, and effective skills.
- Mentors and novice teachers attend an orientation session covering program expectations, participant responsibilities, and program activities.

During the First Few Months of School (September-December)

- Mentors and novice teachers meet frequently both formally and informally to discuss issues of instruction and classroom management.
- Mentors provide emotional support to novice teachers.
- Mentors meet/observe novice teachers once a week and give feedback.

During the Remaining Months of the School Year (January – April)

- Mentors and novice teachers meet less often
- Novice teachers observe in mentors' classrooms.

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- Mentors and novice teachers establish a dialogue on effective teaching.
- Mentors and novice teachers review their relationship to determine whether it should continue.

At the End of the School Year (May-June)

- Mentors and novice teachers evaluate the program
- Novice teacher reflects on personal and professional growth and development.

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PROFESSIONAL RESOURCES

The following resources are available for the District's Mentors and Novice Teachers:

- ✓ School District Professional Libraries
- ✓ Internet Resources
- ✓ Partnerships with other districts
- ✓ Various in-house professional development
- ✓ Conferences and workshops
- ✓ County Resources, Professional Organizations, NJEA, etc.

As a Partnership School with Rutgers Graduate School of Education, our personnel receive a discounted tuition either on campus or off-site. In addition, Bound Brook School District personnel may participate in Rutgers University workshops at a discounted registration fee. The partnership also allows district administrators to participate in the Advisory Council of Rutgers' GSE and attend the Rutgers University Education Forum.

Our district also provides our teachers with opportunities to attend professional development workshops out of the district. These teachers are reimbursed for registration and mileage whereas they turn-key newly acquired information to colleagues via monthly faculty meetings, after-school workshops, and the district professional development calendar days

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FUNDING RESOURCES

The Bound Brook School District has made a financial commitment in order to support the novice teachers and **will pursue reimbursement from the NJDOE as stated in 6A:9-8.4.h.** This funding includes the following:

- Money to purchase books to use for the workshop sessions and build the teachers' professional libraries
- Yearly stipends to mentor teachers
- Funds for attending out-of-district workshops
- Stipends for staff presenters for mentor workshop sessions
- General supplies for workshop sessions
- Release time for mentor and novice teachers to meet together and classroom visits
- Substitute coverage
- Funding for Literacy and Math Coaches, Outside Consultants
- Additional support materials for the mentor program
- Partnerships colleges and universities to support professional learning
- Title IIA, (ESEA2/NCLB) funds to support mentor-novice supplies and programs

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PROGRAM EVALUATION

The evaluation provides the means for learning and action that result in ongoing individual teacher growth and development. Throughout the year, mentor and novice teachers have been immersed in a reflective process that enables participants to think more deeply about teaching and learning.

The ongoing evaluation process is based on the following goals:

- Strengthen teacher knowledge and skills related to the NJCCS in order to enhance student learning
- Identify best instructional practices to promote excellence in teaching
- Guide novice teachers in the performance of their duties

We will evaluate the success of the Novice Teacher Induction Protocol through the following assessment tools:

- A survey will determine the level of satisfaction from both the mentor and novice teacher
- Formal and informal exit interviews will assess the learning components of the Novice Teacher Induction Protocol
- Reflection sheets will review ideas, understandings, and experiences
- Teacher retention rates will be used to assess the effectiveness of the induction plan

The Bound Brook School District will utilize the feedback from the program evaluation to adapt, modify, and refine the ongoing support that is provided to our novice teachers so that we may develop an even stronger community of professional learners.

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APPENDIX

- A. Induction Agreement
- B. SCIP Operation Bulletin
- C. Board of Education Approval and Comment Form

Bound Brook School District Mentoring and Induction Plan 2022-2023

Appendix A Bound Brook School District Novice Teacher Induction Agreement

Provisional Staff member _____

Date of Hire: _____ Location: _____

Certification: _____ CE _____ CEAS _____ PROVISIONAL RENEWAL

The undersigned commit to the following roles and responsibilities in the mentoring relationship with the provisional teacher identified in this agreement.

The Novice teacher commits to:

- Attend all scheduled mentor/novice sessions and district-led Professional Development
- Maintain ongoing lesson plans following district format and documenting the CCSS and the NJCCS (if applicable)
- Invite mentors into the classroom for peer observations
- Obtain ongoing support and reflect on classroom practices aligned with the New Jersey Standards for Teachers
- Maintain confidentiality for all mentor-novice activities and discussions
- Contribute to ongoing program evaluation
- Develop professional goals
- Ask questions, listen, participate in discussions, and read professional journals and articles
- Receive constructive feedback from the mentor, school leaders, and other content experts
- Seek help!

The Teacher mentor commits to:

- Devote time before school, after school, or during free time within the school day to meet with the novice teacher and attend all mandated district training.
- Hold a minimum of two informal meetings each week to discuss the new teacher's questions, needs, and experiences.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching techniques (this may include demonstration lessons).
- Visit the novice teacher's classroom for the purpose of non-evaluative

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observation and the provision of feedback, coaching, and support.

- Be accessible for informal support, consultation, and orientation of the novice teacher about the district and school policies, procedures, and expectations.
- Keep a log of times and dates of all contacts with the novice teacher using the district format.

The Administrator(s) commit to:

- Selecting mentors based upon application criteria and matching mentors and novice teachers considering years of experience, teaching assignment, proximity, and personality
- Respecting the confidentiality of the mentor-novice relationship
- Contributing to the ongoing program evaluation
- Supporting and encouraging qualified teachers to apply to become mentors
- Supporting the mentor-novice teacher relationship by scheduling time to plan together, observe each other, and conference
- Coordinating and participating in orientation and other workshop sessions for novice teachers
- Creating and supporting a professional learning community that enhances the mentor-novice teacher relationship

Sign and Date

Provisional: _____ Date: _____

Mentor: _____ Date: _____

Principal: _____ Date: _____

Supervisor: _____ Date: _____

Received by Mentoring Administrator _____ Date _____ Initials _____

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School Improvement Panel (ScIP) Appendix B

The charge of the School Improvement Panel (ScIP) is to ensure the effectiveness of the school's teachers.

Specific Duties:

- Ensure evaluation procedures are implemented.
- Conduct evaluations, including mid-year of any teacher, rated ineffective or partially effective in the most recent annual summative evaluation; and
- Ensure that Corrective Action Plans are implemented.
- Identify professional development opportunities;
- May choose to: Support the Principal in creating a schedule of observations, monitor the progress of observations and conferences.

In addition, members of the ScIP may choose to pursue other locally-determined responsibilities, such as the following:

Observation of Practice

- Supporting the principal in creating the schedule of observations;
- Monitoring the progress of observations and conferences to ensure they are occurring according to schedule; and
- De-briefing observers' experiences after co-observations and suggesting activities to promote inter-rater reliability.

Academic Growth

- Reviewing school-level evaluation data (e.g. Student Growth Objectives (SGOs) and median Student Growth Percentiles (SGPs)) and reporting findings and trends to the District Evaluation Advisory Committee (DEAC) and district administration in order to inform district goals; and
- Examining a sample of SGOs for rigor and suggesting approaches to further strengthen the goals.

Professional Development

- Communicating with the LPDC (Local Professional Development Committee and district administration regarding district-wide directives or initiatives;
- Supporting building-level training on the district's teacher practice instrument; and
- Identifying individual (where appropriate), group, and building-level PD needs and opportunities based on observation and achievement data and feedback from teachers and administrators.

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Membership:

- Must include school principal or designee
- An assistant/vice principal
- A teacher

(More members can be added provided the teacher represents one third (1/3) of the total population)

- In the case of no vice-principal, a district supervisor can sit on the panel
- The principal will have the final responsibility for ScIP membership but must consult with the majority representative in determining a suitable teacher to participate. (The association must submit names for the principal to consider, or the principal might meet with the association representative to discuss teacher selection. Principals will not be limited to choosing from among any suggested names.)
- Teachers serving on ScIPs must have earned a rating of Effective or Highly Effective in the most recent evaluation. Until then, the teacher must meet local standards for having a “demonstrated record of success in the classroom.”
- In order to conduct observations for the purpose of evaluation, the teacher member must:
 - Have the consent of the local teacher association to conduct observations,
 - Possess an administrative or supervisory certificate, and
 - Be assigned by the principal to conduct the observation.
- A ScIP teacher who conducts observations for the purpose of evaluation cannot serve as a mentor.
- Teachers on ScIPs will become important “resident experts” on evaluation policies and support for other teachers. Teacher representatives will help to ensure open communication and opportunities for feedback among colleagues.

Required Meeting Time:

- Minimum once (1) quarterly

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Mentoring: (Please access the Bound Brook School District Mentoring Plan)

The ScIP must support mentors for novice teachers

The criterion for Mentors:

- A minimum of 3 years of successful teaching experience
- Evidence of excellence in teaching (evaluations, professional growth, results)
- A valid N.J. teaching certificate
- A willingness to commit to ongoing professional development
- A willingness to meet frequently with the novice teacher.
- A willingness to share knowledge, skills, and information with others
- A willingness to provide demonstration lessons for novice teachers
- A willingness to keep a professional log on a mentoring relationship.
- A sincere love of children and teaching
- Grade level or content****
- Common planning time
- The proximity of the mentor's classroom to the new teacher's classroom
- Compatibility of the mentor teacher and new teacher
- Needs of students
- No-fault clause

**content is essential

Review:

- A member of the LPDC will be assigned to each ScIP.
- The LPDC member will observe the meeting and report progress back to the LPDC as a whole
- Observations will occur periodically

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DISTRICT BOARD OF EDUCATION APPROVAL AND COMMENT FORM

Date Plan Received: 8/1/2022

Date Plan Reviewed: 8/15/2022

Date Plan Accepted: 8/22/2022

	<u>Completed</u>		<u>Comments</u>
	<u>Yes</u>	<u>No</u>	
DISTRICT PROFILE a. District Profile Sheet b. LPDC Signoff Sheet c. Board of Education Approval Form	<u>X</u>		
NEEDS ASSESSMENT a. Current Assessment of Mentoring Program b. Current Needs of District Mentoring Plan	<u>X</u>		
VISION AND GOALS a. Mentoring Program Vision b. Mentoring Program Goals	<u>X</u>		
MENTOR SELECTION a. Guidelines for Selection of Mentors b. Application Process and Criteria for Selection of Mentors	<u>X</u>		
ROLES AND RESPONSIBILITIES	<u>X</u>		
PROFESSIONAL LEARNING COMPONENTS FOR MENTORS	<u>X</u>		
PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS	<u>X</u>		
ACTION PLAN FOR IMPLEMENTATION	<u>X</u>		
RESOURCE OPTIONS USED	<u>X</u>		
FUNDING RESOURCES	<u>X</u>		
PROGRAM EVALUATION	<u>X</u>		

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