BERGEN COUNTY SPECIAL SERVICES

District Mentoring Plan

2016-2017

June, 2016
Bergen County Special Services
District Mentoring Plan 2016-2017

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District Name: Bergen County Special Services  County: Bergen
Section 1: The District Plan Development and Approval Process

1a. District Profile Sheet

The district profile sheet reflects the mentoring data from the 2015-2016 school year.

Name of District: Bergen County Special Services School District

District Code: 0285   County Code: 03

District Address: 540 Farview Avenue
Paramus, NJ 07652

Chief School Administrator: Dr. Howard Lerner

Mentoring Program Contact: Mrs. Susan Burger

Mentoring Program Contact Phone: 201-343-6000 extension 6529

Mentoring Program Contact E-mail: susbur@bergen.org

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

□ X Other (specify) Special Education (all grades)

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 2

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

Number of novice special education teachers with a standard license: 3

Number of Mentors: 30
## Section 1: The District Plan Development and Approval Process

1c. District Board of Education Approval and Comment Form

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NEW JERSEY DEPARTMENT OF EDUCATION DISTRICT MENTORING PLAN
STATEMENT OF ASSURANCE

Please complete and return this two-page form to the County Office of Education by July 1 for the school year beginning the following September.

SCHOOL DISTRICT:  Bergen County Special Services

COUNTY:  Bergen

ADDRESS:  540 Farview Avenue

CITY/TOWN:  Paramus, NJ     ZIP:  07652

CHIEF SCHOOL ADMINISTRATOR:  Howard Lerner, Ed.D., Superintendent

PHONE 201-343-6000, ext.4005     E-MAIL:  howler@bergen.org
This mentoring plan will be in effect during the school year beginning July 1, 2016.

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9B-8.4, including, but not limited to, the following:

√ 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.
√ Each mentor 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 teacher does not serve as their mentee’s direct supervisor nor conduct evaluations of teachers.
√ Each mentor teacher demonstrates 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 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.
√ The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
√ The district mentoring plan has been shared with each school improvement panel.
√ Mentoring time is logged and mentor payments are handled through the district office.

By signing below, you are attesting to the accuracy of this document.

____________________________________
Signature, Chief School Administrator

Howard Lerner, Ed.D.
Printed Name

Bergen County Special Services
District Name

6/21/2016
Date

*Charter schools may use their own system of teacher evaluation.
Section 2:

2a. Current Assessment of Mentoring for Quality Induction Program

Bergen County Special Services School District has developed a group of educators as Mentors, who demonstrate a record of success and a summative rating of effective or highly effective in their last evaluation. Each year, additional training will take place to increase the pool of mentors to meet future needs. The training program for new mentors will consist of a ten-hour training, and meetings scheduled with previously trained mentors.

2b. Current Needs of District Mentoring Plan

For 2015-2016, Bergen County Special Services School District needs include mentoring all novice and provisional teachers hired by the district for one full year an individual supports specified in PDP’s for experienced teachers new to district.

Section 3: Vision and Goals

Mentoring Program Vision

The purpose of the Bergen County Special Services School District novice teacher mentoring program is to provide professional and emotional support for the novice teacher through mentoring and professional development programs at district level. The program will:
- assist first year teachers in the performance of their duties and adjustment to challenges of the teaching assignment
- reduce novice teacher attrition,
- enhance knowledge of and strategies related to NJCCC & CCSS,
- increased professional collegiality among all staff, and enhanced student learning
Mentoring Program Goals

Enhance teacher knowledge of:
- the NJ CCCS & CCSS and strategies related to them, in order to facilitate student achievement.
- How children and adolescents develop and learn in a variety of school, family and community contexts.
- The practice of culturally responsive teaching.
- Creating a safe and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Adaptation and modification of instruction to accommodate the special learning needs of all students.
- Effective verbal, non-verbal, and written communication techniques.
- Building relationships with parents, guardians, families and agencies in the larger community.
- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel.
APPLICATION FOR MENTOR TEACHER

| NAME: _______________________________________________ | DATE: __________________________ |
| PROGRAM: ______________________________________________________________________ | |
| TELEPHONE NUMBER: ____________________________ | |
| PRINCIPAL/SUPERVISOR: ________________________________________________________ | |
| CURRENT TEACHING ASSIGNMENT: _______________________________________________ | |
| email address: _______________________________________________________________ | |
| CERTIFICATION(S): (list and attach copies of certifications)________________________ | |
| HIGHEST DEGREE LEVEL ACHIEVED: _______________________________________________ | |

ATTENDANCE

Number of days lost from school due to absence in the past Year: ______ Two Years: ______
Do you have any condition that might limit your ability to perform your responsibilities as a Mentor? Teacher? (circle one) Yes No
If yes, please list the reasonable accommodations you would need in order to be a Mentor Teacher:
___________________________________________ ________________________________________

PROFESSIONAL TEACHING EXPERIENCE

TEACHING HISTORY IN THE DISTRICT (list assignments in descending chronological order)

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TEACHING HISTORY OUTSIDE THE DISTRICT (list assignments in descending chronological order)

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Have you supervised any student teachers? (circle one) YES NO
If yes, how many? ______________________ When? __________________________
Application for Mentor Teacher (continued)

Please check any that apply:

_____ I have been a mentor teacher.
_____ I have been a cooperating teacher (for student teacher).
_____ I have received training in working in a mentoring position from a formal course or workshop.

Previous mentoring experience (Please list any prior mentoring experience: Name of novice/provisional teacher and year)

________________________________________________________________________
________________________________________________________________________

Previous mentoring training (Please list courses attended)

________________________________________________________________________
________________________________________________________________________

It is the responsibility of the applicant to have the building principal complete the attached “Principal Reference Form”.

_________________________________________  _______________________________________
Applicant’s Signature                           Date
Application for Mentor Teacher (continued)

Principal Reference Form

Mentor Applicant: ___________________________________________________________

School:  ___________________________________________________________________

Subject/Grade Level:  ________________________________________________________

Name:  _____________________________________

Position:  _____________________________________

School:  _____________________________________
Section 5: Roles and Responsibilities for Mentors

5a. Mentor Teacher Roles and Responsibilities

1. Orient novice teachers to:
   a. School
   b. District

2. Link novice teachers to resources:
   a. School level
   b. District level
   c. Professional learning opportunities

3. Provide systematic support to novice teachers.
   a. Establish regular weekly conference times to:
      i. Discuss novice teacher needs.
      ii. Obtain ongoing support
      iii. Plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers, the NJCCCS & CCSS.

4. Maintain confidentiality for all mentor-novice activities.

5. Help novice teachers to analyze teaching practice.
   a. Program specific
   b. Best practices

6. Assist in professional development
   a. Once novice teacher has met with the principal
   b. Form a collegial/collaborative relationship aligned to professional teacher standards including:
      - **The Learner and Learning**
        o Standard 1: Learner Development
        o Standard 2: Learning Differences
        o Standard 3: Learning Environments
      - **Content**
        o Standard 4: Content Knowledge
        o Standard 5: Application of Content
      - **Instructional Practice**
        o Standard 6: Assessment
        o Standard 7: Planning for Instruction
        o Standard 8: Instructional Strategies
      - **Professional Responsibility**
        o Standard 9: Professional Learning
        o Standard 10: Leadership and Collaboration
        o Standard 11: Ethical Practice

7. Attend all mentor training programs

8. Model continuing professional development and assist novice teacher in designing his/her own professional development based on administrative direction.

9. Collaborate with SciIP and administration in evaluating the mentoring program.

10. Collaborate with SciIP, and administration in development of program revisions for the next school year.
5b. Novice Teacher Roles and Responsibilities
   1. Plan, teach, facilitate and evaluate progress of students in own classroom.
   2. Maintain confidentiality for all mentor-novice activities.
   3. Participate in needs assessments.
   4. Visit mentor and other classroom teachers.
   5. Document mentoring activities and time.
   6. Participate actively in a learning community.
   7. Be open to constructive feedback from mentor, school leaders, and other content experts.
   8. Meet and conference with mentor on a regular basis.
   9. Develop own professional development plan for the year:
      a. Consult with administrator
      b. Form a collegial/collaborative relationship aligned to professional teacher standards including:
         • The Learner and Learning
            o Standard 1: Learner Development
            o Standard 2: Learning Differences
            o Standard 3: Learning Environments
         • Content
            o Standard 4: Content Knowledge
            o Standard 5: Application of Content
         • Instructional Practice
            o Standard 6: Assessment
            o Standard 7: Planning for Instruction
            o Standard 8: Instructional Strategies
         • Professional Responsibility
            o Standard 9: Professional Learning
            o Standard 10: Leadership and Collaboration
            o Standard 11: Ethical Practice
   10. Collaborate with ScIP, Mentor teacher, and administration in evaluating the Mentoring program
   11. Collaborate with ScIP, Mentor teacher, and administration in development of program revisions for the next school year.
Section 6: Professional Learning Components for Mentors

Bergen County Special Services
Bergen County Special Services School District
Mentor Partnership Agreement
(To be contained in private portfolios)

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

1. 
2. 
3. 

We have discussed the protocols by which we will work together, develop, and in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings will be:

2. Look for multiple opportunities and experiences to enhance the novice teacher’s learning. The following specific opportunities and venues have been identified and committed to:

3. Maintain confidentiality of our relationship. Confidentiality for us means….

4. Honor the ground rules we have developed together. Those ground rules will be…

5. Provide regular feedback to one another and evaluate progress. This will be accomplished by….

We agree to meet regularly until we achieve our predefined goals or for a maximum of __________. At the end of this period, we will review this agreement, evaluate our progress, and reach an outcome. The relationship will be considered complete, with the option of continuing our mentoring partnership, stipulating agreed-on goals/outcomes.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

___________________________            _______________________________________
Mentor’s signature and date                     Novice/Provisional Teacher’s signature and date
Section 6: Professional Learning Components for Mentors

Bergen County Special Services School District
Mentoring Partnership Agreement
(For standard log and portfolio)

Goals:

Learning Outcomes:

Ground rules:

Parameters for the Relationship:

Steps to Achieving the Goals and Learning Outcomes:

Time Frame:

Checkpoints:

___________________________           _______________________________________
Mentor’s signature and date                  Novice/Provisional Teacher’s Signature and date
Bergen County Special Services  
District Mentoring Plan 2016-2017  

Section 6: Professional Learning Components for Mentors  

Monthly Mentoring Documentation Log  

Mentor: (print)___________________ ________________________________ Signature  
Novice/Provisional Teacher: ________ ________________________________ Signature  

A full visitation/demonstration lesson or conference must be 30 minutes’ minimum.  
VISIT = VISITATION TO CLASSROOM FOR OBSERVATION  
DEMO= DEMONSTRATION LESSON PROVIDED  
CONF= CONFERENCE  

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Building Administrator’s Signature: __________________________ Date: ____________
Section 6: Professional Learning Components for Mentors

Bergen County Special Services School District
Mentor-Novice Teacher Communication Log

Mentor: _________________________ Program: _________________________

Novice/Provisional Teacher: ___________ Program: _________________________

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<tr>
<th>Date</th>
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Section 6: Professional Learning Components for Mentors

Bergen County Special Services School District
Collaborative Assessment Log

Name: ____________________________ Date: ____________________

Mentor: ___________________________________________________________________

Program/Subject Area(s): ____________________________________________________

Age appropriate grade level(s): ______________________________________________

Check all that apply:

____ Connecting with content standards    ____ Reflecting
____ Planning a lesson                  ____ Communicating with parents
____ Connecting with professional goals  ____ Using technology
____ Problem Solving                    ____ Modeling a lesson
____ Classroom observation              ____ Providing resources
____ Developing/reviewing professional goals  ____ Complete self-assessment based on the District’s teacher practice instrument

What’s Working:

Current Focus-Challenges-Concerns:

Novice/Provisional teacher’s next step:

Mentor’s next step:

Next meeting date: ___________________ Focus: ____________________________
Section 6: Professional Learning Components for Mentors

Bergen County Special Services School District
Classroom Visitation Protocol

Teacher: ________________________ Date: __________________________
Lesson: ________________________________________________________
Starting time: _______________ Ending time: _____________________
Standards (CCCS): ______________________________________________

Lesson objectives/Purpose: ______________________________________
Age appropriate level: ___________________________________________

Elements of Lesson Design:
Anticipatory Set: _______________________________________________
Objectives and Purpose: __________________________________________
Input: __________________________________________________________
Modeling: _______________________________________________________
Checking for understanding: _____________________________________
Guided Practice: ________________________________________________
Independent Practice: ____________________________________________
Technology used: _______________________________________________
Type of instruction: ______________________________________________
Section 6: Professional Learning Components for Mentors

New Jersey Professional Standards for Teacher’s Awareness aligned to District Professional Development Plan

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.

Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning: The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #11: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.
**Section 7: Professional Learning Components for Novice Teachers**

Pre-mentoring survey for Novice Teachers

This survey is for the Novice Teachers Diary for self-evaluation of strengths and weaknesses, and will supply background and experience. The novice teacher will use the District Teaching Practice Instrument to do a self-evaluation to answer the items listed below. The novice teacher may wish to share some of this with the mentor.

1. List previous teaching experience, including student teaching.

2. List your three strongest assets as a teacher.

3. List three areas of concern as a novice/provisional teacher in BCSSSD.

4. How often would you like to meet with your mentor?

5. In what ways do you think a mentor would be helpful to you?

6. In what activities do you expect your mentor to engage you?

**How would you rate your skills in the following areas?**

1= developing  
2= confident  
3= accomplished

__lesson planning__
__planning for a substitute teacher__
__large group instruction__
__small group instruction__
__one-to-one instruction__
__behavior management__
__developing and administering informal classroom assessments__
__planning instructional units__
__planning and producing instructional materials__
__parent conferences and communications__
__dealing with crisis in the classroom__
__establishing rapport with faculty and staff__
__understanding teaching/learning styles__
__understanding cultural or ethnic differences__
__ability to set appropriate levels of expectations for student achievement__
Section 7: Professional Learning Components for Novice Teachers

Bergen County Special Services School District
Mentor Partnership Agreement
(To be contained in private portfolios)

We have agreed on the following goals and objectives as the focus of this mentoring relationship:
1. 
2. 
3. 

We have discussed the protocols by which we will work together, develop, and in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:
6. Meet regularly. Our specific schedule of contact and meetings will be:

7. Look for multiple opportunities and experiences to enhance the novice/provisional teacher’s learning. The following specific opportunities and venues have been identified and committed to:

8. Maintain confidentiality of our relationship. Confidentiality for us means….

9. Honor the ground rules we have developed together. Those ground rules will be…

10. Provide regular feedback to one another and evaluate progress. This will be accomplished by…. We agree to meet regularly until we achieve our predefined goals or for a maximum of ________. At the end of this period, we will review this agreement, evaluate our progress, and reach an outcome. The relationship will be considered complete, with the option of continuing our mentoring partnership, stipulating agreed-on goals/outcomes.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

___________________________            ______________________________________
Mentor’s signature and date                Novice Teacher’s signature and date
Section 7: Professional Learning Components for Novice Teachers

Bergen County Special Services School District
Mentoring Partnership Agreement
(For standard log and portfolio)

Goals:

Learning Outcomes:

Ground rules:

Parameters for the Relationship:

Steps to Achieving the Goals and Learning Outcomes:

Time Frame:

Checkpoints:
Mentor’s signature and date                     Novice/provisional Teacher’s signature and date

Bergen County Special Services  
District Mentoring Plan 2016-2017  
Section 7: Professional Learning Components for Novice Teachers

Bergen County Special Services School District  
Monthly Mentoring Documentation Log

Mentor: (print)___________________            ________________________________  
Signature

Novice/provisional Teacher: _________          ________________________________  
Signature

A full visitation/demonstration lesson or conference must be 30 minutes minimum.  
VISIT = VISITATION TO CLASSROOM FOR OBSERVATION  
DEMO= DEMONSTRATION LESSON PROVIDED  
CONF- CONFERENCE

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| Building Administrator’s Signature: ________________________ Date: _____________ |
Bergen County Special Services
District Mentoring Plan 2016-2017
Section 7: Professional Learning Components for Novice Teachers

Bergen County Special Services School District
Mentor-Novice/provisional Teacher Communication Log

Mentor: _________________________ Program: ________________________

Novice/provisional Teacher: _________ Program: ________________________

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Bergen County Special Services
District Mentoring Plan 2016-2017
Section 7: Professional Learning Components for Novice Teachers

Bergen County Special Services School District
Collaborative Assessment Log

Name: ________________________________ Date: ____________________

Mentor: _______________________________________________________________________

Program/Subj ect Area(s):_________________________________________________________

Age appropriate grade level(s):__________________________________________________

Check all that apply:
____ Connecting with content standards                                          ___ Reflecting
____ Planning a lesson                                                           ___ Communicating with parents
____ Connecting with professional goals                                          ___ Using technology
____ Problem Solving                                                            ___ Modeling a lesson
____ Classroom observation                                                      ___ Providing resources
____ Developing/reviewing professional goals                                     ___ Complete self-assessment based on the District’s
teacher practice instrument

What’s Working:

Current Focus-Challenges-Concerns:

Novice/provisional teacher’s next step:

Mentor’s next step:

Next meeting date: ___________________ Focus: ____________________________

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Section 7: Professional Learning Components for Novice Teachers

Teacher: ______________ Date: __________________________
Lesson: ____________________________
Starting time: ____________ Ending time: ____________

Standards (CCCS):
________________________________________
________________________________________

Lesson objectives/Purpose:
________________________________________
Age appropriate level:
________________________________________

Elements of Lesson Design:

Anticipatory Set:
________________________________________

Objectives and Purpose:
________________________________________

Input:
________________________________________

Modeling:
________________________________________

Checking for understanding:
________________________________________

Guided Practice:
________________________________________

Independent Practice:
________________________________________

Technology used:
________________________________________

Type of instruction:
________________________________________
Bergen County Special Services
District Mentoring Plan 2016-2017

Section 7: Professional Learning Components for Novice Teachers

New Jersey Professional Standards for Teacher’s Awareness aligned to District Professional Development Plan

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.

Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning: The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Standard #11: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Bergen County Special Services

District Mentoring Plan 2016-2017

Section 7: Professional Learning Components for Novice Teachers

Bergen County Special Services School District
Novice/provisional Teacher Self-Assessment Inventory

In the areas below, indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources, and set learning goals.

1. I am really anxious about this.
2. I’m okay, but it would be good to talk about this.
3. I’ve got this under control, at least for now.

Information about Policy and Procedures       Accessing Resources
Bergen County Special Services
District Mentoring Plan 2016-2017

Section 8: Action Plan for Implementation (with Timeline)

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>May</td>
<td>Mentor Plan Completed</td>
</tr>
<tr>
<td>June</td>
<td>Board Approval</td>
</tr>
<tr>
<td>July</td>
<td>SOA sent to County</td>
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<tr>
<td>September</td>
<td>Begin application process for new mentors</td>
</tr>
<tr>
<td>September-June</td>
<td>Mentoring Training</td>
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<tr>
<td>August/September</td>
<td>Mentoring Plan implemented</td>
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<td></td>
<td>Orientation for new staff</td>
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<tr>
<td></td>
<td>Mentors matched with novice teachers</td>
</tr>
<tr>
<td>October/June</td>
<td>Mentor meetings 2 X’s a year and/or as needed</td>
</tr>
</tbody>
</table>
Bergen County Special Services

District Mentoring Plan 2016-2017

Section 9: Resource Options Used

The Bergen County Special Services School District resources that will be used to support the implementation of the district plan include:

- trained mentors
- release time for classroom visitation
- release time for conferencing
- administrative support

Section 10: Funding Resources

District support.
Section 11: End of the Year Evaluation of the Mentoring Program Novice/Provisional Teacher

Please complete the following survey: This information is not intended for evaluation of individual mentor teachers. The purpose is to compile information to provide feedback for improving the plan and mentoring process in the future.

Directions: Please circle the appropriate rating.  
5 A great deal  
4 Somewhat  
3 Very likely  
2 Not at all  
1 N/A

I. How well did your mentor orient you to:  
a. The building and staff:  5 4 3 2 1  
b. District rules and policies  5 4 3 2 1  
c. School rules and policies  5 4 3 2 1  
d. The nature and needs of students?  5 4 3 2 1  

II. How regularly did you mentor discuss the following:  
a. Conferring  5 4 3 2 1  
b. Log-keeping  5 4 3 2 1  
c. Self-evaluation  5 4 3 2 1  
d. Roles and responsibilities  5 4 3 2 1  
e. Communication  5 4 3 2 1  
f. Professional Teaching Standards  5 4 3 2 1  

III. How often did you discuss the following with your mentor:  
a. How to deal with colleagues  5 4 3 2 1  
b. How to deal with parents  5 4 3 2 1  
c. How to deal with students  5 4 3 2 1  
d. Items related to instruction at your setting.  5 4 3 2 1  
e. Evaluation methods for instruction  5 4 3 2 1  

IV. Evaluate how you felt as a novice teacher:  
a. Secure  5 4 3 2 1  
b. Self-confident  5 4 3 2 1  
c. Supported  5 4 3 2 1  

V. Did your mentor provide guidance to you to develop and effective professional relationship with:  
a. Your principal  5 4 3 2 1  
b. Other faculty  5 4 3 2 1  

VI. Evaluate the support you received from the following:  
a. Local Professional Development  5 4 3 2 1  
b. Supervisor  5 4 3 2 1  
c. Principal  5 4 3 2 1  
d. Colleagues  5 4 3 2 1  

VII. Please provide any additional comment, if needed
Bergen County Special Services School District

District Mentoring Plan 2016-2017

Section 11: End of the Year Evaluation of the Mentoring Program

Mentor

Please complete the following survey: This information is not intended for evaluation of individual mentor teachers. The purpose is to compile information to provide feedback for improving the plan and mentoring process in the future.

1. Please identify approximate level of experience: (circle)
   - 1-5 years experience
   - 6-10
   - 10 +

2. What were your expectations of the mentor-training program this year?

3. Did the training program address your needs as a mentor? Please explain?

4. What component of the training was most helpful to you?

5. What component of the training needs most improvement?

6. Do you feel that any area has been overlooked by the program?

7. Please feel free to add any other comments or suggestions that may help plan for next year.