

BERGEN COUNTY SPECIAL SERVICES

District Mentoring Plan

2019-2020

June, 2019

Bergen County Special Services
District Mentoring Plan 2019-2020
Table of Contents

Section 1: District Profile

District Profile Sheet.....3

Board of Education Approval Form 4

Statement of Assurance.....5-6

Section 2: Needs Assessment

Current Assessment of Mentoring for Quality Induction Program..7

Current Needs of District Mentoring Plan.....7

Section 3: Vision and Goals7-8

Mentoring Program Vision..... 7-8

Section 4: Mentor Selection.....9-11

Section 5: Roles and Responsibilities for Mentors.....12-13

Section 6: Professional Learning Components for Mentors.....14-20

Section 7: Professional Learning Components for Novice Teachers.....21-29

Section 8: Action Plan for Implementation.....30

Section 9: Resource Options Used.....31

Section 10: Funding Resources.....31

Section 11: End of the Year Evaluation of the Mentoring Program..... 32-33

District Name: Bergen County Special Services

County: Bergen

**Bergen County Special Services
District Mentoring Plan 2019-2020**

Section 1: The District Plan Development and Approval Process

1a. District Profile Sheet

The district profile sheet reflects the mentoring data from the 2015-2017 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. Tania Dumicic Pinto

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

Mentoring Program Contact E-mail: **tanpin@bergen.org**

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

Other (specify) Special Education (all grades)

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 3

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 6

Number of novice special education teachers with a standard license: 11

Number of Mentors: 28

Bergen County Special Services

District Mentoring Plan 2019-2020

Section 1: The District Plan Development and Approval Process

1c. District Board of Education Approval and Comment Form

District: Bergen County Special Services

County: Bergen

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

**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, 2019.

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

July/2019
Date

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

Bergen County Special Services
District Mentoring Plan 2019-2020

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 2016-2017, Bergen County Special Services School District needs include mentoring all novice and provisional teachers hired by the district for one full year and 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 NJSLS,
- increased professional collegiality among all staff, and enhanced student learning

Bergen County Special Services

District Mentoring Plan 2019-2020

Section 3: Vision and Goals (continued)

Mentoring Program Goals

Enhance teacher knowledge of:

- NJ Professional Standards for Teachers: N.J.A.C. 6A:9-3.3
- Assist first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment;
- Reduce novice teacher attrition;
- Improve the effectiveness of new teachers
- The NJSLS 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.

**Bergen County Special Services
District Mentoring Plan 2019-2020**

Section 4: Mentor Selection

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)

PROGRAM	POSITION	DATES	PRINCIPAL

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

PROGRAM	POSITION	DATES	PRINCIPAL

Have you supervised any student teachers? (circle one) **YES** **NO**

If yes, how many? _____ When? _____

Bergen County Special Services

District Mentoring Plan 2019-2020

Section 4: Mentor Selection (continued)

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

Bergen County Special Services

District Mentoring Plan 2019-2020

Section 4: Mentor Selection (continued)

Application for Mentor Teacher (continued)

Principal Reference Form

Mentor Applicant: _____

School: _____

Subject/Grade Level: _____

Name: _____

Position: _____

School: _____

District Mentoring Plan 2019-2020
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 NJSLs
4. Maintain confidentiality for all mentor-novice activities.
5. Help novice teachers to analyze teaching practice.
 - b. Program specific
 - c. Best practices
6. Assist in professional development
 - d. Once novice teacher has met with the principal
 - e. Form a collegial/collaborative relationship aligned to professional teacher standards including:
 - **The Learner and Learning**
 - Standard 1: Learner Development
 - Standard 2: Learning Differences
 - Standard 3: Learning Environments
 - **Content**
 - Standard 4: Content Knowledge
 - Standard 5: Application of Content
 - **Instructional Practice**
 - Standard 6: Assessment
 - Standard 7: Planning for Instruction
 - Standard 8: Instructional Strategies
 - **Professional Responsibility**
 - Standard 9: Professional Learning
 - Standard 10: Leadership and Collaboration
 - 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 ScIP and administration in evaluating the mentoring program.
10. Collaborate with ScIP, and administration in development of program revisions for the next school year

**Bergen County Special Services
District Mentoring Plan 2019-2020
Section 5: Roles and Responsibilities for Novice Teachers**

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**
 - Standard 1: Learner Development
 - Standard 2: Learning Differences
 - Standard 3: Learning Environments
 - **Content**
 - Standard 4: Content Knowledge
 - Standard 5: Application of Content
 - **Instructional Practice**
 - Standard 6: Assessment
 - Standard 7: Planning for Instruction
 - Standard 8: Instructional Strategies
 - **Professional Responsibility**
 - Standard 9: Professional Learning
 - Standard 10: Leadership and Collaboration
 - 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.

Bergen County Special Services

District Mentoring Plan 2019-2020

Section 6: Professional Learning Components for Mentors

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

Bergen County Special Services

District Mentoring Plan 2019-2020

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 2019-2020**

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

Schedule		Type of Contact			Summary/Comments/Description
Date	Time # of minutes	Visit	Demo	Conf	

Building Administrator's Signature: _____ Date: _____

**Bergen County Special Services
District Mentoring Plan 2019-2020
Bergen County Special Services**

Section 6: Professional Learning Components for Mentors

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

Mentor: _____ Program: _____

Novice/Provisional Teacher: _____ Program: _____

Date	Time Spent	Activity Discussed	Topics	Initials

**Bergen County Special Services
District Mentoring Plan 2019-2020
Bergen County Special Services**

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:

- | | |
|--|--|
| <input type="checkbox"/> Connecting with content standards | <input type="checkbox"/> Reflecting |
| <input type="checkbox"/> Planning a lesson | <input type="checkbox"/> Communicating with parents |
| <input type="checkbox"/> Connecting with professional goals | <input type="checkbox"/> Using technology |
| <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Modeling a lesson |
| <input type="checkbox"/> Classroom observation | <input type="checkbox"/> Providing resources |
| <input type="checkbox"/> Developing/reviewing professional goals | <input type="checkbox"/> 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: _____

**Bergen County Special Services
District Mentoring Plan 2019-2020
Bergen County Special Services**

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: _____

**Bergen County Special Services
District Mentoring Plan 2019-2020**

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: Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences

Standard 2: Learning Differences: Understanding individual differences in a broader context, including attention to a learner's personal, family, and community experiences and cultural norms

Providing inclusive learning environments that enable each learner to meet high standard

Standard 3: Learning Environments: Collaboration with learners, families, and colleagues

Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment • Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues

Standard 4: Content Knowledge: Creating learning experiences to make content accessible and meaningful for students

Standard 6: Assessment: Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs

Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs

Standard 7: Planning for Instruction • Standard 8: Instructional Strategies: Planning in use of assessment data and students' prior knowledge and interest

Collaborative planning among teachers and with learners to support design of relevant learning experiences

Standard 9: Professional Learning: Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities

Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection

Standard 10: Leadership and Collaboration: Collaboration with other school professionals to plan and facilitate learning

Development of skills in collaborative interaction appropriate for both face-to face and virtual contexts

Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment

Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues

Standard 11: Ethical Practice: Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior. Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment

Bergen County Special Services

District Mentoring Plan 2019-2020

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

Please list any other areas of concern that were not addressed in this survey:

Bergen County Special Services

District Mentoring Plan 2019-2020

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:

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

5. 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:

6. Maintain confidentiality of our relationship. Confidentiality for us means....

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

8. 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

Bergen County Special Services

District Mentoring Plan 2019-2020

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 20119-2020
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

Schedule		Type of Contact			Summary/Comments/ Description
Date	Time # of minutes	Visit	Demo	Conf	

Building Administrator's Signature: _____ Date: _____

**Bergen County Special Services
District Mentoring Plan 2019-2020
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: _____

Date	Time Spent	Activity Discussed	Topics	Initials

**Bergen County Special Services
District Mentoring Plan 2019-2020
Section 7: Professional Learning Components for Novice Teachers**

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:

- | | |
|--|---|
| <input type="checkbox"/> Connecting with content standards | <input type="checkbox"/> Reflecting |
| <input type="checkbox"/> Planning a lesson | <input type="checkbox"/> Communicating with parents |
| <input type="checkbox"/> Connecting with professional goals | <input type="checkbox"/> Using technology |
| <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Modeling a lesson |
| <input type="checkbox"/> Classroom observation | <input type="checkbox"/> Providing resources |
| <input type="checkbox"/> Developing/reviewing professional goals | <input type="checkbox"/> 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: _____

**Bergen County Special Services
District Mentoring Plan 2019-2020
Section 7: Professional Learning Components for Novice Teachers**

Bergen County Special Services School District
Classroom Visitation Protocol

Teacher: _____ Date: _____

Lesson: _____

Starting time: _____ Ending time: _____

Standards (NJSL):

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 2019-2020

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: Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences

Standard 2: Learning Differences: Understanding individual differences in a broader context, including attention to a learner's personal, family, and community experiences and cultural norms

Providing inclusive learning environments that enable each learner to meet high standard

Standard 3: Learning Environments: Collaboration with learners, families, and colleagues

Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment • Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues

Standard 4: Content Knowledge: Creating learning experiences to make content accessible and meaningful for students

Standard 6: Assessment: Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs

Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs

Standard 7: Planning for Instruction • Standard 8: Instructional Strategies: Planning in use of assessment data and students' prior knowledge and interest

Collaborative planning among teachers and with learners to support design of relevant learning experiences

Standard 9: Professional Learning: Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities

Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection

Standard 10: Leadership and Collaboration: Collaboration with other school professionals to plan and facilitate learning

Development of skills in collaborative interaction appropriate for both face-to face and virtual contexts

Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment

Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues

Standard 11: Ethical Practice: Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior

Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment

Bergen County Special Services

District Mentoring Plan 2019-2020

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 2019-2020

Section 8: Action Plan for Implementation (with Timeline)

May	Mentor Plan Completed
June	Board Approval
July	SOA sent to County
September	Begin application process for new mentors
September-June	Mentoring Training
August/September	Mentoring Plan implemented Orientation for new staff Mentors matched with novice teachers
October/June	Mentor meetings 2 X's a year and/or as needed

Bergen County Special Services
District Mentoring Plan 2019-2020

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.

Bergen County Special Services School District

District Mentoring Plan 2019-2020

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 2019-2020

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.

