

Greater Egg Harbor Regional High School District

INDUCTION GUIDE

“...planned experiences, activities and studies to increase the beginning teacher’s knowledge and improve his/her teaching skills.”

District Mentoring Plan Checklist

Required ✓	Components of Mentoring Plan	Included ✓
✓	Title Page	✓
✓	Table of Contents	✓
✓	Section 1: District Profile	✓
	District Profile Sheet	✓
	LPDC signoff sheet	✓
	Board of education approval form	✓
✓	Section 2: Needs Assessment	✓
	Current assessment of the mentoring for quality induction program (reflection of past process and project for future progress)	✓
	Current need of district mentoring plan	✓
✓	Section 3: Vision and Goals	✓
	Mentoring program vision	✓
	Mentoring program goals (measurable; aligned with the NJ Professional Standards for Teachers and NCLB Professional Development)	✓
✓	Section 4: Mentor Selection	✓
	Guidelines for selection of mentors	✓
	Application process and criteria for selection of mentors	✓
✓	Section 5: Roles and Responsibilities for Mentors	✓
✓	Section 6: Professional Learning Components for Mentors (aligned with the NJ Professional Standards for Teachers)	✓
✓	Section 7: Professional Learning Components for Novice Teachers (aligned with the NJ Professional Standards for Teachers)	✓
✓	Section 8: Action Plan for Implementation (with timeline)	✓
✓	Section 9: Resource Options Used	✓
✓	Section 10: Funding Resources Used	✓
✓	Section 11: Program Evaluation (e.g.-evidence of teacher retention, impact on teacher effectiveness and student learning)	✓

TABLE OF CONTENTS

PREFACE

a.	Local mentoring plan checklist	
b.	Table of contents	
1.	DISTRICT PROFILE	1
a.	District Profile Sheet	
b.	LPDC Signoff Sheet	
c.	Board of Education Approval: Signoff sheet	
2.	NEEDS ASSESSMENT	5
a.	Current assessment of the mentoring program	
b.	Current needs of district mentoring plan	
3.	VISION AND GOALS	6
a.	Mentoring Program Vision	
b.	Mentoring Program Goals	
4.	MENTOR SELECTION	8
a.	Guidelines for selection of mentors	
b.	Application Process and criteria for selection of mentors	
5.	ROLES AND RESPONSIBILITIES FOR MENTORS	9
a.	Role of the Mentor	
b.	Mentor Responsibilities	
6.	PROFESSIONAL LEARNING COMPONENTS FOR MENTORS	10
a.	Mentor Training Components	
b.	List of professional learning opportunities	
c.	Explanation of how the plan aligns with NJ Professional Standards for Teachers	
7.	PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS	11
a.	Novice Teacher Training Components	
b.	List of professional learning opportunities	
c.	Explanation of how the plan aligns with NJ Professional Standards for Teachers	
8.	ACTION PLAN FOR IMPLEMENTATION	12
a.	Documentation	
b.	Novice Teacher/ Mentor Observation Schedule	
c.	Components of Mentor Training	
d.	Components of Novice Teacher Training	
9.	RESOURCE OPTIONS USED	14
10.	FUNDING RESOURCES	15
11.	PROGRAM EVALUATION	16
	Appendix A: Mentor Training Application	17
	Appendix B: Mentor/Novice Teacher Agreement	19
	Appendix C: District/ Mentor/Novice Teacher Evaluations	22
	Appendix D: Mentor/Novice Teacher and Supervisors Activity Checklists	25
	Appendix E: Mentor/Novice Teacher No Fault Exit Opt Out Form	32
	Appendix F: Alternate Route Teacher Mentoring	33
	Appendix G: Jersey Professional Standards for Teachers	34

SECTION 1: District Profile

The district profile sheet reflects the mentoring data from the 2005-06 school year.

Name of District: Greater Egg Harbor Regional High School District

District Code: 1790 County Code: 01 District Factor Group: CD

District Address: 1824 Dr. Dennis Foreman Drive, Mays Landing, NJ 08330

Chief School Administrator: Dr. Adam Pfeffer

Mentoring Program Contact: Dr Steven Ciccariello

Mentoring Program Contact Phone: 609-404-2042

Mentoring Contact Email: sciccariello@geh.nj.k12us.com

Type of District: 9-12

Number of novice teachers with Certificate of Eligibility: 10

Number of novice Teachers with Certificate of Eligibility with Advance Standing 14

Number of novice special education teachers with standard license: 4

Number of Mentors: 22

Identify the number of provisional novice teachers in the following areas:

K- 5 0 K- 6 0 K- 12 0 7- 12 0 9- 12 23 Special Education (all grades) 4

LPDC Signoff Sheet

Name of District: Greater Egg Harbor Regional High School District Code: 179

County Atlantic Code: 01

Names of Professional Staff Members Elected to Committee:

Stephen Bouchard, AHS Teacher June 2008

Stacey Culleney, OHS Teacher June 2008

Mike Gehres, AHS Teacher June 2009

Jayme Miller, OHS Teacher June 2009

Names of Administrators Appointed to Committee:

Henry Kobik, AHS Supervisor Supervisor June 2008

Lea Fitzpatrick, OHS Supervisor Supervisor June 2009

Contact Person: Dr Steven Ciccariello

Phone: 609-404-2042

Fax: 609-625-0046

Email: sciccariello@geh.nj.k12us.com

Board of Education Sign Off-Sheet

District Board of Education Approval Notification:

County Superintendent

The Greater Egg Harbor Regional High School District Board of Education has reviewed and approved the local mentoring plan developed by the Greater Egg Harbor Regional High School District Local Professional Development Committee. The Greater Egg Harbor Regional High School District 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 educations review of the plan have been attached.

Signature of Board of Education President

Signature of the Board of Education Vice President

Date

Board of Education Comment and Approval Form

Date Plan Received _____

Date Reviewed _____

Date Plan Accepted _____

District: Greater Egg Harbor Regional High School

Code: 1790

County: Atlantic

Code: 01

	<u>Completed</u>		<u>Comments</u>
	Yes	No	
Section 1: District Profile			
District profile sheet			
LPDC signoff sheet			
Board of Education approval form			
Section 2: Needs Assessment			
Current assessment of the mentoring for quality induction program (reflection of past process and project for future progress)			
Current need of district mentoring plan			
Section 3: Vision and Goals			
Mentoring program vision			
Mentoring program goals (measurable; aligned with the NJ Professional Standards for Teachers and NCLB, Professional Development Standards)			
Section 4: Mentor Selection			
Guidelines for selection of mentors			
Application process and criteria for selection of mentors			
Section 5: Roles and Responsibilities for Mentors			
Section 6: Professional Learning Components for Mentors (aligned with the following standards: Teachers, NCLB, and Professional Development)			
Section 7: Professional Learning Components for Novice Teachers (aligned with the following standards: Teachers, NCLB, and Professional Development)			
Section 8: Action Plan for Implementation (with timeline)			
Section 9: Resource Options Used			
Section 10: Funding Resources Used			
Section 11: Program Evaluation (e.g.-evidence of teacher retention, impact on teacher effectiveness and student learning)			

Name

Date

Signature

SECTION 2: NEEDS ASSESSMENT

Professionals new to teaching encounter a number of special problems and issues. The transition from being a student in education courses to the role of a full time teacher can be, and is often, most difficult. Immersion in learning-teaching theories, no matter how valuable, never fully prepares the beginning teacher for the challenges of meeting his/her first class.

The beginning teacher has two major tasks. The first is to develop effective teaching skills. If he/she has been well prepared with a solid theoretical base in child development, instructional methodology and learning theory, then the task becomes one of application of this knowledge to the classroom. The second task is to adapt to the social system of the school. Each school has its own "climate." This climate reflects the norms of the building, the communication and relationships between students and staff, and staff members' relationships with each other. Neither the situationally appropriate applications of learning theory to the classroom setting, nor a sense of how a school's social system functions, can be learned in the college setting or from a textbook.

Successful acclimation to the teaching profession is critical. The Minnesota Teacher Attitude Inventory, an instrument that has been used for many years to measure the attitudes of beginning teachers toward teaching and students, identifies the first year of the teaching experience as critical to long-term success for both teachers and students. Data from this survey reveal the following pattern: throughout college preparation, and during student teaching, attitudes toward teaching continue to rise. These positive attitudes peak in the first month of the first year of teaching, then tend to fall during the next four to five months of that initial year. By mid-year, a slow but gradual rise in positive attitudes toward teaching begins, but these attitudes do not reach the level at the time of entry to the profession. This phenomenon has been called "the curve of disenchantment." It is the intent of the Greater Egg Harbor Regional High School District Teacher Induction Program, in an environment of collegial support, to maintain the level of positive attitudes at the time of entry to the profession.

Through the use of our Needs Assessment Tools (pages 16-22) for both the Novice Teacher and the Teacher Mentor we have determined that our current program needs are:

- Clearly defined mentor/novice teacher program
- Increased time to work with mentors during the school day throughout the year
- Building level support of novice teachers and mentors by supervisors and administration
- Increase in common planning and prep time for mentors and novice staff
- Open line of communication between all parties from the district and building administrations to the mentors and novice teachers as well as the school community
- Increased professional development activities directed towards mentors and novice staff
- Additional funds to foster program success and effectiveness
- Continued support of staff after the initial induction program
- Continued assessment of the induction program at all building levels
- Printed/online information on policy and procedures for the classroom

The needs assessment shows the need for the district to move towards becoming a inclusive district in the educational areas. The need for a district coordinator to oversee the Induction Program, LPDC, Grant writing and curriculum aligning the two schools with all state and federal guidelines and providing increased resources to support effective programs in the district.

SECTION 3: INDUCTION/MENTORING VISION STATEMENT

It has long been part of the Greater Egg Harbor Regional High School District philosophy that new teachers require guidance and support in learning the craft of teaching, as well as the intricacies of educational practice. An effective induction program motivates educators to strive for performance excellence, fosters individual and organizational improvement, and strengthens the link between pedagogical knowledge, classroom practice, and student achievement while following New Jersey Core Curriculum Content Standards, the New Jersey Professional Development Standards for Teachers, and the Eight Key Elements of High Quality Professional Development for Teachers from ESEA/NCLB. Combined with professional development, induction is an on-going process that allows the district staff to refine skills, inquire into practice, and develop new methods through collegial and collaborative dialogue. We believe that the first years of teaching are critical and when supported by administration, mentors, and other stakeholders, novice teachers become highly qualified educators who are committed to their students and their school. All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced standing, or a Standard Teacher of the Handicapped) will complete a one year (30 weeks for traditional route and 34 weeks for alternate route) Novice Teacher training program in the district starting at the time of their initial employment.

The primary goal of our mentoring program is to facilitate effective teaching among the faculty of the Greater Egg Harbor Regional High School District. Effective teaching involves engaging students with the course material (theory, content, practice) and providing a role model for rational thinking and problem solving. We acknowledge that there are many different effective teaching models and it is paramount that each person teaches within her/his own personality. Thus we support a variety of teaching styles. The induction/mentoring process is designed to be a positive experience where reinforcement and encouragement are stressed. We also recognize the benefits of mutual mentoring and encourage cross visitation of classes and two-way exchange of teaching ideas. We strive to set up the mentoring process as discussions among equals.

As part of our new teacher induction, the district will strongly encourage all new teachers to enroll in the new staff development course that includes sessions on district procedures and priorities, and various instructional strategies. Enhancing the supports already in place and continued monitoring of the current program will provide a formal structure to ensure the success of teachers new to the Greater Egg Harbor Regional High School District through the sharing of information about professional, curricular, and non-curricular concerns.

Experienced teachers possess many valuable skills gained through their years of teaching. The wisdom, knowledge, and organizational skills of the experienced mentor teacher coupled with the energy and enthusiasm of the new teacher are key ingredients to the successful beginning teacher experience. Building on pre-service coursework, experiences, and accomplishments, mentors will ease the transition of new teachers into the world of education and provide opportunities for continuing professional growth and development.

Within the Greater Egg Harbor Regional High School District Mentor Program, the mentor role is of great significance. Research has shown that experience with a mentor is most successful when the mentor is supportive, available, caring, and nonjudgmental. With the mentor as a supporter, the mentor and new teacher can develop a collegial relationship in which both can work, grow, and learn from each other. The mentor's primary role is to aid and support the new teacher. It is non-evaluative, and it is strictly confidential. It does not play a part in the formal evaluation or tenure process. Such a relationship allows the mentor and the new teacher to develop a working relationship beneficial to both of them.

For most teachers the first year could be characterized as a test of endurance rather than a period of professional growth. Induction programs can enable and encourage rather than constrain and dissuade new teachers' development. ~Andréa L. Cole

Mentoring Goals and Objectives

The GEHRHSD Teacher Induction Program is intended to help the teacher new to our system make the transition from theory to practice, and is based upon valid observations, clear statements of competencies to be developed, and the means to develop these competencies. GEHRHSD believes that induction is: *"planned experiences, activities and studies to increase the beginning teacher's knowledge and improve his/her teaching skills."* Our program is a series of carefully planned experiences, activities, and studies designed to increase understanding of our system, policies and procedures, programs of study, communications network, organizational structure, our community, and general expectations for personnel.

The objectives of the induction process are designed to assure the realization of our overarching program goal – helping the new 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 goals and objectives are aligned with the New Jersey Professional Standards for Teachers, and the district goals for ongoing professional learning, and based on the needs assessment done each year on the induction plan.

- A. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
 - Objective 1 The inductee will attend induction training and Professional Development Sessions as offered throughout the year.
 - Objective 2 Inductee will develop personal teaching goals.
 - Objective 3 Inductee will work collaboratively with mentors/administration through the observation process to modify and revise their teaching practice.

- B. To assist novice teachers in the performance of their duties and their adjustment to the challenges of teaching, thus enhancing student performance.
 - Objective 1 Inductee will complete the Fall, Winter and Spring Needs Assessments and share results with mentor.
 - Objective 2 Inductee will meet regularly with mentor.
 - Objective 3 Inductee will self-analyze personal progress through use of growth review, observation, video-taping, etc.

- C. To enhance teacher knowledge of and strategies related to the Core Curriculum Content Standards in order to facilitate student achievement.
 - Objective 1 The inductee will attend Professional Development Sessions as offered throughout the year.
 - Objective 2 Inductee will work collaboratively with mentors/administration through the the observation process to modify and revise lessons to meet the demands of the Core Curriculum Content Standards.

SECTION 4: MENTOR SELECTION

Guidelines for selection of Mentors:

1. Certified and tenured, actively teaching in the same content area as the first year teacher. Exception: Experienced teachers in their first year in the district are not considered novice teachers.
2. Committed to the goals of the local mentor plan including respect for the confidential nature of the mentor/novice relationship.
3. Demonstrated exemplary command of content knowledge and pedagogy.
4. Experienced and certificated in subject area or closely related subject area were possible.
5. Knowledgeable about the social workplace norms of the district BOE and the community.
6. Knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
7. Provides three signatures of referral from those who are familiar with applicant's work.
8. Agrees to complete a comprehensive mentor-training program*.

***Mentor Training Requirement- District workshops or out of district training approved by the Professional Development Committee.**

Application Process

Mentor Applications will be accepted early each spring.

Qualities of effective mentors: The qualities of effective mentors – as identified in mentoring programs nationwide – are organized into four general categories:

- Attitude and character
- Professional competence and experience
- Communication skills
- Interpersonal skills

Together with a willingness to serve and the recommendations of colleagues, these characteristics comprise an inventory of the qualities of effective mentors.

Read the entire application package before applying for the Mentor Position

1. Fill out application (*Appendix B*) and follow *Suggested Guidelines* below.
2. Submit application to Professional Development Committee at the Main Office in your School building by June 1st.

SECTION 5: ROLES AND RESPONSIBILITIES FOR MENTORS

Role of the Mentor:

1. Ensure novice teacher receives effective induction in to the school district by using the steps outlined in the mentoring program.
2. To provide a trusting and nonjudgmental relationship with the novice teacher.
3. Provide emotional support.
4. Introductions to other staff members.
5. Provide confidential support and evaluation.
6. Serve as an instructional coach.

Mentor Responsibilities:

1. Participate in mentor training.
2. Establish contact with novice teacher prior to the beginning of the school year.
3. Commit time to the mentor-novice relationship.
4. Be a model of professionalism.
5. Complete the mentoring partnership agreement *See Appendix B.*
6. Establish regular weekly conferencing times with novice teacher.
7. Complete a monthly checklist of responsibilities as provided for use in Appendix F.
8. Document mentoring activities and time using the Mentor/Novice Teacher Checklist, *See Appendix D.*
9. Provide opportunities for the novice teacher to observe the mentor.
10. Observe the novice teacher throughout the school year.
11. Complete an evaluation survey at the end of the year.
12. Implement the tools available in Section 8: Action Plan for Implementation.

SECTION 6: PROFESSIONAL LEARNING COMPONENTS FOR MENTORS

Mentor Training Components:

1. Roles and Responsibilities of Mentors and Novice Teachers
2. Needs of New Teachers
3. Communication and Building Trust
4. Classroom Visitations: Teacher Observation and Conferencing Skills
5. Effective Instructional Skills. For example, are all students actively engaged or challenged?
6. Collegial Coaching
7. Challenges of Mentoring
8. Stages of Teacher Development
9. Understanding the Adult Learner
10. Questioning Techniques
11. Professional Growth of the Novice Teacher
12. Any additional topic, based upon district needs assessment survey.

List of Professional Learning Opportunities:

1. New teacher orientation.
2. Each school should offer learning opportunities during the designated professional development days throughout the school year.
3. Mentors and novice teachers are encouraged to seek opportunities outside of the district professional development offerings.

Explanation of How the Plan Aligns with NJ Professional Standards for Teachers:

Below is the list of mentor training components. Beside each topic you can find the relationship that exists between the NJ professional standards and the mentor training components. A copy of the NJ Professional Standards for Teachers can be found in *Appendix F*.

1. *Roles and Responsibilities of Mentors and Novice Teachers* – Process Standards
2. *Needs of New Teachers* – Process Standards
3. *Classroom Visitations: Teacher Observation and Conferencing Skills* – Context and Process Standards
4. *Effective Instructional Skills*. Context, Process and Content Standards
5. *Collegial Coaching* – Context and Process Standards
6. *Challenges of Mentoring* – Context and Process Standards
7. *Stages of Teacher Development* – Context and Process Standards
8. *Understanding the Adult Learner* – Context and Process Standards
9. *Questioning Techniques* – Context, Process and Content Standards
10. *Professional Growth of the Novice Teacher* – Context and Process Standards

SECTION 7: PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS

Novice Teacher Training Components:

1. Technology Training
2. Instructional Planning
3. Special Needs Students
4. Substance and Drug Abuse
5. Professional Growth of the Novice Teacher
6. Student Assessment
7. HSPA/EOC Guidelines and Standards
8. Roles and Responsibilities of Mentor and Novice Teacher
9. Best Practices strategies, Differentiated Instruction
10. Learning Environment
11. Discipline Strategies

List of Professional Learning Opportunities:

1. Mentoring/Novice Teacher Training: See *Appendix D*
2. Each school should offer learning opportunities during the designated professional development days throughout the school year.
3. Mentors and novice teachers are encouraged to seek opportunities outside of the district professional development offerings.

Explanation of How the Plan Aligns with NJ Professional Standards for Teachers:

Below is the list of mentor training components. Beside each topic you can find the relationship that exists between the NJ professional standards and the novice teacher training components. A copy of the NJ Professional Standards for Teachers can be found in *Appendix E*.

1. *Technology Training*- Context Standards
2. *Instructional Planning* - Context, Process and Content Standards
3. *Special Needs Students*- Context and Process Standards
4. *Student Substance and Drug Abuse Awareness*- Process Standards
5. *Professional Growth of the Novice Teacher*- Process Standards
6. *Student Assessment* – Process and Content Standards
7. *HSPA/EOC Guidelines and Standards*- Context and Content Standards
8. *Roles and Responsibilities of Mentor and Novice Teacher* – Context and Process Standards
9. *Best Practices Strategies, Differentiated Instruction*- Context, Process and Content Standards
10. *Learning Environment* – Process Standards
11. *Discipline Strategies*- Context Standards

SECTION 8: ACTION PLAN FOR IMPLEMENTATION

Documentation:

1. Sign Mentoring Partnership Agreement (See Appendix A)
 - Agreement should be signed and returned to the Supervisor.
 - Establish schedule of meetings for the school year.
2. Complete the Mentor/Novice Teacher Activities Checklist throughout the course of the academic year (See Appendix C).
 - A checklist should be maintained by both the mentor and novice teacher and returned to the Supervisor at the conclusion of the mentoring period.

Novice Teacher/Mentor Observation Schedule:

1. One observation of the novice teacher with follow-up dialogue every two months, totaling five for the academic year.
2. One observation of the mentor teacher with follow-up dialogue twice during the first semester of the mentoring partnership, totaling two for the academic year.
3. Observations may be made in either the mentor or novice teacher's classroom.

Components of Mentor Training:

1. All mentors will attend a training program in the district.
2. All mentors will attend building professional development opportunities pertaining to mentoring, as offered by the local professional development committee.
3. Discuss the expectations of the mentoring partnership.
4. The components taught during district mentor training should reflect those outlined in Section 6 of this plan.

Components of Novice Teacher Training:

All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced standing, or a Standard Teacher of the Handicapped) will complete a one year (30 weeks for traditional route and 34 weeks for alternate route) Novice Teacher training program in the district starting at the time of their initial employment.

1. All novice teachers will attend building professional development opportunities pertaining to novice teacher induction and mentoring, as offered by the local professional development committee.
2. Discuss the expectations of the mentoring partnership.
3. The components taught during district mentor training should reflect those outlined in Section 7 of this plan.

INDUCTION TIMELINE

Mentor/Novice Teacher Activities Checklist Collection Schedule for Supervisors

Note: "Mentor/Novice Teacher Activities Checklist" can be found in the district induction guide under Appendix B. "Mentor Teacher Application" can be found in the same document under Appendix C.

Item to be collected	Date due to supervisor	Date due to Mentoring Supervisor	Collected
Mentoring Partnership Agreement	1 st day of school	September 15th	
Activities Checklist: "Prior to the Start of the Year"	1 st day of school		
Meet with mentor & novice teacher to ensure mentoring relationship is successful. Discuss no fault exit process &/or Opt Out Forms.	September 20th		
Activities Checklist: "September/October"	October 31 st		
Activities Checklist: "November/December"	December 22 nd		
Activities Checklist: "January/February"	February 28 th		
Activities Checklist: "March/April"	April 30th		
Mentor Teacher Applications ** To be completed only once	May 15 th	May 31st	
Activities Checklist: "May/June"	June 5th		
Evaluation of Mentor Program by Mentee & Mentor	June 5 th		
Copy of complete Activities Checklist	June 5th	June 10th	

One of the most reliable ways to be miserable is to insist that everything around you always be a certain specific way and one of the most reliable ways to make life continually enjoyable is to be flexible and willing to adapt to whatever comes along. The more flexible you are about the stuff that doesn't really matter, the more able you'll be to accomplish the things that are important. Adapt to what is and you'll experience the very best of what can be. --Ralph Marston

SECTION 9: RESOURCE OPTIONS USED

Below is a list of resources available for use during the implementation of this mentoring program.

Below is a list of resources available for use during the implementation of this mentoring program.

Carr, J., Herman, N., & Harris, D. (2005). *Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration*. Alexandria, VA: Association for Supervision and Curriculum Development.

Forte, I. & Schurr, S. (2003). *Curriculum and Project Planner for Integrating Learning Styles, Thinking Skills, and Authentic Instruction*. Nashville, TN: Incentive Publications.

Gabriel, J. (2005). *How to Thrive as a Teacher Leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

Lipton, L. & Wellman, B. (2003). *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*. Sherman, CT: Miravia, LLC.

Marzano, R., Marzano, J., & Pickering, D. (2003). *Classroom Management That Works: Research-Based Strategies For Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., Gaddy, B., Fosied, M.C., Fosied, M.P., & Marzano, J. (2005). *A Handbook For Classroom Management That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

NJ Mentoring for Quality Induction Toolkit. (2004) The New Jersey Department of Education and the National Staff Council in collaboration with the Department of Education Mentoring Task Force; Trenton, NJ.

Rutherford, P. (2002). *Why Didn't I Learn This in College?* Alexandria, VA: Just ASK Publications.

Scherer, M. (1999). *A Better Beginning: Supporting and Mentoring New Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. & Strickland, C. (2005). *Differentiation in Practice: Resource Guide for Differentiating Curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wong, H. & Wong, R. (2005). *How To Be An Effective Teacher: The First Days of School*. Mountain View, CA: Harry K. Wong Publications.

Wong, H. (Speaker). (2003). *The Effective Teacher* [Video Series]. Norwood, MA: Lecture Management.

SECTION 10: FUNDING RESOURCES

Funding for this mentoring program may vary from year to year based on district and state budgetary and funding allocations. Below is a list of projected district plans to fund the implementation of this program for the 2008-20011 academic years.

<i>Funding Source</i>
G.E.H.R.H.S. District
Outside Grants
District Professional Development Workshops
NJDOE Reimbursements

SECTION 11: PROGRAM EVALUATION

The GEHRHSD Induction Plan allows the district to evaluate the implementation and success of the plan in working towards the established goals and objectives outlined in Section 3. The evaluation will measure program impact on job satisfaction, the adequacy of time and training for mentoring and offers recommendations for program changes and additions. This evaluation process is an ongoing one based on the collection of implementation logs, observation interviews, focus groups and staff surveys conducted in various ways (*i.e.*, online or handouts). In addition all results must be included in the Quality Assurance Annual Report (QAAR). Evaluation will be conducted by the LPDC throughout the year.

The following evaluation tools will be used to assess the needs of the induction plan: *See pages 21-24.*

- District Induction Self Assessment Tool *Appendix C*
- Novice Teachers Needs Assessment *Appendix B*
- Year End Evaluation of Mentoring Program by Novice Teacher *Appendix B*
- Year End Evaluation of Mentoring Program by Mentor *Appendix B*
- Mentor/Novice Teacher Activities Checklist, *Appendix D*

As part of the Quality Single Accountability Continuum District Performance Review (QSAC) the District will complete an annual district report on the effectiveness of the local Induction plan which includes the following:

- Program impact on job satisfaction
- Impact on effective teaching
- Impact on student performance
- Adequacy of time and training
- Recommended changes and additions to the Induction Guide

Appendix A

Mentor Teacher Application

Part A: Mentor Teacher Application

NAME: _____

SCHOOL: _____ YEARS IN DISTRICT: _____

SUBJECT/GRADE LEVEL: _____ YEARS IN CONTENT AREA: _____

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

Teacher's Signature

Date

Mentor-Novice Teacher assignments are on a one-to-one basis unless otherwise determined by Professional Development Committee.

Direction: Answer the following questions and forward the completed form to the Mentoring Committee. Use the reverse side if necessary. Please attach three completed reference forms to this application.

1. Why do you want to be a mentor? What specific personal and professional qualities and abilities and do you bring to the process of mentoring beginning teachers?

2. What steps are you taking to keep current in your own professional development, curriculum and assessment areas?

Please Return to Principals Office when Completed.

Part B: Mentoring Reference Form 3 Signatures needed*

I believe that:

Mentor Applicant: _____ School: _____

Subject/Grade Level: _____

Supporting Comments: Maybe Attached

I believe that _____ possesses the skills, knowledge, and attitude to effectively serve as a Mentor Teacher for either a first or second year teacher.

Name: _____ School: _____

Date: _____

I believe that:

Mentor Applicant: _____ School: _____

Subject/Grade Level: _____

Supporting Comments: Maybe Attached

I believe that _____ possesses the skills, knowledge, and attitude to effectively serve as a Mentor Teacher for either a first or second year teacher.

Name: _____ School: _____

Date: _____

I believe that:

Mentor Applicant: _____ School: _____

Subject/Grade Level: _____

Supporting Comments: Maybe Attached

I believe that _____ possesses the skills, knowledge, and attitude to effectively serve as a Mentor Teacher for either a first or second year teacher.

Name: _____ School: _____

Date: _____

Please Return to Principals Office when Completed.

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by . . .

We agree to meet regularly during the course of one academic year. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

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. Our supervisor would be notified and a new mentor would be assigned to the novice teacher. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature/ Date

Novice Teacher's Signature/ Date

Source: Modified from New Jersey Mentoring for Quality Induction: A Toolkit for Program Development.

APPENDIX C

District Induction Self Assessment Tool

Mentoring Program Evaluation: *To be completed by members of the school community at the end of the mentoring year, including: parents, administration, teachers, and students.*

Please place a check mark in the box that is appropriate for each statement

District Wide Planning Process:	Yes	No	Partially
Our district engaged in a broad-based group of staff members as members of the local Professional Development Committee (LPDC) to develop and align an Induction Plan with state regulations.			
The LPDC monitors implementation of the Induction Plan and uses feedback to adjust and improve the plan.			
Criteria-based Selection and Matching of Mentors			
Our district induction plan includes at least the criteria for mentor selection in the state regulations.			
Mentors are selected based on the criteria state in the regulations.			
The district has criteria for matching mentors and novice teachers.			
Matches are made based on the criteria stated in the Induction Plan.			
Mentor Services			
Mentors receive training in the skills of conferencing and feedback.			
Mentors receive training in the skills of providing support in the areas of curriculum, instruction and assessment.			
Specified expectations regarding the frequency of interactions (conference and observations) exist between the mentor and the novice teacher.			
Novice Teacher Services			
District novice teachers participate in professional development activities that are specifically tailored to meet the needs of novice teachers. (topics such as classroom management, parent communication, diversity, lesson planning)			
Novice teachers are brought together during the year for regular networking opportunities?			
Novice teachers are given ample time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers.			
School Leader Services			
The administration models a range of ways to support novice teachers in their buildings.			
The administration uses a wide range of approaches to encourage all staff to support novice teachers.			
Administration uses supervision and evaluation as growth oriented experiences for novice teachers aligned with the NJ Professional Standards for Teachers.			
District Board of Education and Community			
The members of the school community are aware that there is a rigorous Induction Program to support novice and veteran teachers for professional growth as outlined in the NJ Professional Standards for Teachers.			
The community is invited to support the district efforts to nurture novice teachers.			
On-going Program Evaluation			
The LPDC engages in ongoing assessment of the LP induction plan.			
The LPDC gathers outcome/summative information on the impact of mentoring and shares it with the school community.			

Adapted from: Beyond Mentoring: How to Attract, Support and Retain New Teachers (pp. 136-137) by J.Saphier, S Freedman & B Aschheim, 2001, Newton, MA: Teachers

APPENDIX C

Part A Program Evaluation: *To be completed before the start of the mentoring program.*

Novice Teachers Needs Assessment

Please check the response for each item that closely indicates your level of need for assistance in the area described at the start of this school year and or when you first began in the district.

Need for Assistance Level:

	Little or no need	Moderate need	High need
Learning what is expected of me as a teacher			
Communicating with the principal and other staff members			
Communicating with parents			
Organizing and managing my classroom			
Maintaining student discipline			
Planning for instruction and obtaining instructional resources and materials			
Understanding the curriculum			
Using a variety of teaching methods			
Dealing with individual difference among students and assisting students with special needs			
Diagnosing student needs, motivating and evaluating student progress			
Grouping for effective instruction and facilitating group discussions			
Administering standardized achievement tests			
Completing administrative paperwork, managing time and work			
Understanding the school system's teacher evaluation process			
Understanding my legal rights and responsibilities as a teacher and union related issues			

Please list any professional needs you have that are not addressed by the preceding items:

What additional type of support should the school district provide to you and other novice teachers?

Name _____ **Mentor** _____

APPENDIX C

Part B Program Evaluation: *To be completed at the end of the year.*

Year End Evaluation of Mentoring Program by Novice Teacher

Please check the response for each item that closely indicates your level of satisfaction with the mentoring program at the end of the first year of mentoring.

Ending Satisfaction Level:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understood what was expected of me as a novice teacher				
My mentor provided resources and material for me				
My Mentor assisted me in planning lessons				
My Mentor observed lessons and provided feedback on my lessons.				
I observed my mentor teaching more than once during the year				
My mentor communicated often and provided me with personal support				
My mentor assisted me with maintaining student discipline				
My teaching improved				
My ability to work with parents improved				
My classroom management improved				
I have become part of the school culture				
My mentor helped me design a long-range professional development plan				
I felt prepared to teach				
My mentor and I had ample time together				
Managing my time and work as a novice teacher was a problem				
I felt supported by my mentor as well as by the program coordinator				
I am glad that I was part of this mentoring program				
I attended the new teacher orientation				
The monthly checklist addressed pertinent issues				
The monthly checklist was useful as a conversational guide				

As a novice teacher, what needs (if any) did you have that were not addressed by the mentoring program?

What types of additional support should the school district provide to novice teachers?

Name _____ **Mentor** _____

APPENDIX C

Part C Program Evaluation: *To be completed at the end of the year.*

Year End Evaluation of Mentoring Training Program by Mentor

Please check the response for each item that closely indicates your level of need for satisfaction in the area described at the end of mentoring.

	Ending Satisfaction Level:			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I understood what expected of me as a mentor				
I was able to provide resources and material for my novice teacher				
I helped my novice teacher in planning lessons				
I observed lessons and provided feedback on my novice teachers lessons.				
i communicated often and provided personal support to my novice teacher				
I was able to assist my novice teacher in maintaining student discipline				
My novice teacher observed my teaching more than once during the year				
My novice teacher's teaching improved				
My novice teacher's ability to work with parents improved				
My novice teacher's classroom management improved				
I helped my novice teacher become part of the school culture				
I helped my novice teacher design a long-range professional development plan				
I felt prepared to be a mentor				
My novice teacher and I had ample time together				
Managing my time and work with the addition of a novice teacher was a problem				
My supervisor was supportive during the mentor process				
I am glad that I was part of this mentoring program				
The monthly checklist addressed pertinent issues				
The monthly checklist was useful as a conversational guide				
I attended the training program for mentors				

As a mentor, what needs (if any) did you have that were not addressed by the mentoring program?

What types of additional support should the school district provide to novice teachers?

Name _____ **Mentor** _____

APPENDIX D

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

*Please fill in the date, in which, the activities were completed. Both mentor and novice teacher should initial next to the activity.

Prior to the Start of School:

- _____ 1. Give the novice teacher a tour of the building and introduce staff members.
- _____ 2. Discuss the policies and social traditions of the school/district.
- _____ 3. Show the novice teacher how to get necessary materials and books.
- _____ 4. Review emergency procedures for the building.
- _____ 5. Share building schedules.
- _____ 6. Be accessible the first day and week.
- _____ 7. Help the novice teacher prepare for the first week.
- _____ 8. Discuss basic discipline policies for the school.
- _____ 9. Review lesson plan procedures.
- _____ 10. Establish a regular routine for meetings with your novice teacher.
- _____ 11. Review student handbook.
- _____ 12. Discuss special needs students, including, IEP requirements and 504 plans.
- _____ 13. Review daily tasks. (i.e. attendance, lunch, supervision, etc.)
- _____ 14. Share any systems that work. (organizing grades, keeping track of homework, parent communication, etc.)
- _____ 15. Time schedule, expectations, and activities for the first day with students.
- _____ 16. Establish confidentiality between mentor and the novice teacher.
- _____ 17. Set up grade book in Integrate and discuss importance of accurate record keeping.
- _____ 18. Discuss policies for homework, make-up work, and late work.

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

September/October:

- _____ 1. Help the novice teacher understand the phone and technology procedures.
- _____ 2. Review grading/assessment procedures, formal and informal.
- _____ 3. Review evaluation and observation procedures.
- _____ 4. Prepare the novice teacher for Back-to School events.
- _____ 5. Observe the novice teacher and provide constructive feedback.
- _____ 6. Observe the mentor and discuss observation.
- _____ 7. Share professional development procedures.
- _____ 8. Review electronic forms and procedures.
- _____ 9. Explain how to make guidance referrals. (OSSIST/ASSIST)
- _____ 10. Discuss importance of documentation of student behaviors (dates, explanation, actions taken and personnel contacted).
- _____ 11. Show novice teacher how to input interim grades.
- _____ 12. Share lesson plans and other related schedules/activities.
- _____ 13. Discuss importance of parental involvement and making positive parent contacts.
- _____ 14. Address concerns of classroom management and discipline.
- _____ 15. Discuss crisis in the classroom and classroom safety.
- _____ 16. Discuss Core Curriculum Content Standards.
- _____ 17. Discuss substitute lesson planning.

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

November/December:

- _____ 1. Assist the novice teacher through the first report card.
- _____ 2. Discuss various instructional strategies, including large group and one-to-one instruction.
- _____ 3. Observe the novice teacher and provide constructive feedback.
- _____ 4. Observe the mentor and discuss observation.
- _____ 5. Discuss end of semester procedures, including midterms.
- _____ 6. Discuss progress of classroom management and discipline procedures.
- _____ 7. Discuss delayed opening and snow day procedures.
- _____ 8. Discuss assessment techniques.
- _____ 9. Discuss different learning styles.
- _____ 10. Prepare your initial educator in how to handle student behavior before holiday breaks.
- _____ 11. Discuss budget procedures.
- _____ 12. Share and discuss instructional units.
- _____ 13. Discuss confidentiality of student issues.
- _____ 14. Discuss cultural and ethnic differences of students. Include sensitivity to holidays.
- _____ 15. Discuss HSPA/EOC guidelines/standards and clusters

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

January/February:

- _____ 1. Review preparation of students for midterms.
- _____ 2. Review policies and issues that relate to retention and failure of students.
- _____ 3. Contact parents of students who fail the 1st semester.
- _____ 4. Observe the novice teacher and provide constructive feedback.
- _____ 5. Observe the mentor and discuss observation.
- _____ 6. Discuss alternative assessments, creation of rubrics, etc.
- _____ 7. Look at mapping out the semester and discuss pacing.

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

March/April:

- _____ 1. Discuss documentation of professional development hours.
- _____ 2. Discuss creation of Professional Improvement Plan.
- _____ 3. Observe the novice teacher and provide constructive feedback.
- _____ 4. Observe the mentor and discuss observation.
- _____ 5. Discuss special services.
- _____ 6. Discuss English as a Second Language programs.
- _____ 7. Discuss legal rights and responsibilities.
- _____ 8. Discuss rehiring practices and contracts.
- _____ 8. Review proper procedure for signing contract and following deadlines.
- _____ 9. Reapply for coming years mentorship.

Notes/Comments:

Mentor/Novice Teacher Activities Checklist

Name _____ **Mentor** _____

May/June:

- _____ 1. Discuss end of the year procedures.
- _____ 2. Discuss field trip requests for the following year.
- _____ 3. Discuss applying for extra-curricular activity positions.
- _____ 4. Assist the novice teacher with the creation of finals.
- _____ 5. Assist the novice teacher with final grading.
- _____ 6. Ensure that novice teacher is prepared for check-out with Supervisor.
- _____ 7. Complete the district Induction self-assessment tool.

Notes/Comments:

_____ **Due to supervisor of Mentoring by the last day of school.**

APPENDIX F

Alternate Route Teacher Mentoring: The 20-Day Requirement

The “20-day” mentoring is a requirement for all alternate route candidates. During this time, intensive instruction and mentoring occurs prior to the opening of school or during the first days in the classroom.

The intent of the 20-day requirement is to prepare novice alternate route teachers with the skills and knowledge to succeed in their initial teaching experience by providing **immediate assistance** by a veteran teacher. It is essential in keeping with the intent of the requirement that newly hired alternate route teachers have an orientation and guided experience in the following areas:

- New Jersey Core Curriculum Content Standards
- Classroom management and discipline
- State and district assessment of student progress and achievement
- Lesson planning, including setting goals, meeting objectives and developing assessment tools
- District policies and procedures
- New Jersey Professional Standards for Teachers

In order to meet the 20-day or 90 hour requirement GEHRHSD has established the following options for Alternate Route Teachers:

- Attendance at Professional Development Sessions offered by the district dealing with the areas listed above as well as other related topics chosen by the mentee with his/her mentor and or the administration.
- Summer school observations/sample teaching if available.
- Teachers hired midyear may observe the outgoing teacher and other highly effective veteran teachers prior to the start of employment.
- The use of multiple mentors throughout the day.
- A teacher with at least one year of documented successful teaching may meet with a mentor one (1) period a day for 20 days with at least three (3) classroom visitations.
- Attendance at a state-sponsored regional training centers and consortia that may be completed before employment or coincide with the initial experience in the classroom.
- Attendance at collegial meetings that are scheduled during and beyond regular school hours.

APPENDIX G
STANDARDS FOR REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS:
A NEW VISION* (N.J.A.C. 6:11-13) EFFECTIVE PROFESSIONAL DEVELOPMENT:

1. Enhances knowledge of subject content
 - 1.1 assists educators in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines
 - 1.2 enables classroom professionals to help students achieve the New Jersey Core Curriculum Content Standards (CCCS)
 - 1.3 routinely reviews the alignment of professional development content with CCCS and with the Frameworks in all disciplines
 2. Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential
 - 2.1 enables educators to adjust instructional strategies based on knowledge of how students learn and develop
 - 2.2 enables educators to plan and design approaches and strategies to support the intellectual, social, and personal development of each learner
 - 2.3 assists educators to recognize students' strengths and potential
 - 2.4 enables educators to respect students' talents, abilities and perspectives
 - 2.5 enables educators to plan and design instructional strategies for inclusive classrooms
 - 2.6 encourages the establishment of a learning environment that enhances student learning and critical thinking
 - 2.7 supports a philosophy of school and classroom-based management which maximizes student learning
 3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership
 - 3.1 enables educators to:
 - 3.1.1 keep abreast of current educational research
 - 3.1.2 integrate new understandings into content and instruction
 - 3.1.3 enhance student learning through scholarship and experience
 - 3.2 enables educators to provide challenging and developmentally-appropriate curricula that engage students in learning and thinking
 - 3.3 acknowledges and respects the intellectual and leadership capacity of educators
 - 3.4 enables educators to enhance their leadership skills and utilize them in the education community
 4. Encourages educators to develop a variety of classroom based assessment skills
 - 4.1 assists educators in adapting instruction based on observation and analysis of student work
 - 4.2 enables educators to select, construct, and use assessment strategies for monitoring student learning
 - 4.3 assists educators to develop assessment strategies linked to the CCCS
 5. Provides for integrating new learning into the curriculum and the classroom
 - 5.1 empowers educators to connect their learning to what they teach and to incorporate new concepts into practice
 - 5.2 provides for initiation and implementation of desired change to achieve student outcomes
 - 5.3 provides for ongoing support for individual educators within the school environment
 6. Is based on knowledge of adult learning and development
 - 6.1 recognizes adult motivation, stages of development, personal goals and needs and levels of expertise
 - 6.2 encourages both the individual and the collaborative talents of educators
 - 6.3 applies what is known about motivation for growth and enhances positive feelings of self worth
 - 6.4 fosters confidence in educators' abilities to achieve success
 - 6.5 utilizes a variety of models and approaches, such as individually-guided staff development, observation/assessment, involvement in a development/improvement process, training, inquiry, etc.
 7. Is periodically assessed to show its impact on teaching practice and/or student learning
-

- 7.1 utilizes a careful analysis of classroom, school and other data to guide future professional development efforts
 - 7.2 uses educators' self-assessment to evaluate the impact of professional development
8. Results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system
- 8.1 delineates what students are expected to know and be able to do
 - 8.2 supports a clearly delineated vision and is aligned with the district and school goals
 - 8.3 focuses on sound, research-based theories in school management
 - 8.4 focuses on individual, collegial, school, and district improvement
 - 8.5 is perceived by the professional staff and the community as a critical part of the district's quest for excellence
 - 8.6 fosters the use of reflection and self-assessment in professional and intellectual growth
 - 8.7 allows educators to pursue personal educational opportunities that reflect the district's strategic plan
 - 8.8 encourages careful experimentation with new practice and creative use of best practice
 - 8.9 reflects the educational outcomes the district seeks to achieve
 - 8.10 assists educators in analyzing disaggregated student data (i.e., gender, socioeconomics, ethnicity, and language) and in making decisions based on that data
9. Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
- 9.1 recognizes that collegial support and interaction are essential to the success of every aspect of education
- 9.2 provides for ongoing and meaningful collaboration among educators
 - 9.3 values individual efforts at self improvement
 - 9.4 provides educators with incentives and support to pursue a plan of continuous improvement
 - 9.5 involves strong leadership from all areas of the school community to encourage a commitment to life-long learning
 - 9.6 encourages creativity and innovation
 - 9.7 supports the ongoing development of new skills in a collaborative environment
 - 9.8 values the contribution of practitioners in the pursuit of enhanced student learning
10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans
- 10.1 is an on-going process which respects the personal strengths and needs of each educator
 - 10.2 encourages governing bodies to support and participate in learning experiences that will enhance their understanding of good professional development
 - 10.3 encourages school administrators to support and participate in professional development that will enhance student learning
 - 10.4 is supported by a continuous and sufficient commitment of funding to achieve the professional development plans
 - 10.5 increases public understanding and encouragement for professional development, including the need for time and financial support
 - 10.6 includes access to technologies and other modern resources that are essential to effective professional work and learning
11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development
- 11.1 provides time for educators to team plan, collaborate, analyze data and student work, develop and implement instructional practices, curricula and assessments, implement federal, state, and local mandates, etc.
 - 11.2 recognizes and considers the professional and personal obligations of the individual educator
12. Empowers educators to work effectively with parent and community partners
- 12.1 assists educators in establishing relationships and partnerships with parents and families
 - 12.2 enables educators to identify and use community resources to foster student learning
 - 12.3 promotes an environment where educators feel comfortable and confident working collaboratively with other educators, parents, business and community leaders

ACKNOWLEDGEMENTS

The Greater Egg Harbor Regional High School District Induction Plan was completed with the assistance of the following staff members:

Local Professional Development Committee Members:

Stephen Bouchard, AHS 2004-08

Stacey Cullen, OHS 2006-08

Michael Gehres, AHS 2007-09

Jayne Miller-Dobbins, OHS 2007-09

Lea Fitzpatrick, OHS Supervisor 2007-09

Henry Kobik, AHS Supervisor 2004-08

District Administration

Dr Steven Ciccariello, Assistant Superintendent

Margaret Doran, Director of Special Projects

Revised August 10, 2008 as per County DOE Request