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Mentoring, training, and true induction of new teachers

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MENTORING, TRAINING, AND TRUE

INDUCTION OF NEW TEACHERS

By
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ABSTRACT

Lea Fitzpatrick
MENTORING, TRAINING, AND TRUE
INDUCTION OF NEW TEACHERS
2003/04
Dr. Dennis Hurley
Masters of Art in School Administration

The purpose of this study was to develop and evaluate an induction program for first year and new teachers that included mentoring, orientation, and training. The subjects in this study were a convenience sample of fourteen new teachers at Oakcrest High School during the 2003-2004 school year. The school was located in Mays Landing, NJ and was one of two schools in the Greater Egg Harbor School District. Surveys were administered to participants both mid-year and at the conclusion of the program. Also at the end, mentor teachers were surveyed regarding their involvement. The quantitative data was analyzed using a statistical program entitled SPSS to determine frequencies and percentages. Qualitative data was reviewed extensively and evaluated for themes and trends. The program created a support network that served the personal interests of new teachers by eliminating the feeling of isolation and providing them with the skills and guidance they needed to be successful.

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Introduction

<u>Focus of the Study</u>

The focus of the study was to provide a supportive network that included orientation and training for all first year and new teachers to the district in order to increase the rate of return of teachers to the school and profession.

<u>Purpose of the Study</u>

The purpose of this study was to develop a program for first year and new teachers using a case study design. This study resulted in a support network and training sessions which informed new teachers of school procedures and technology. This program meant providing teachers with the guidance and training they needed to be successful teachers. This study made a contribution to the school community and the personal interests of new teachers by helping to retain new teachers and provide consistency for all students.

<u>Definitions</u>

In this study, mentoring referred to the process of pairing a veteran teacher with a novice teacher for support and guidance. This relationship was confidential and the mentor did not formally evaluate the mentee for purposes of salary increases or tenure. The mentee was the novice teacher being mentored. A mentor referred to a veteran teacher with at least three years teaching experience, with a recommendation from an administrator who applied and was formally assigned to a novice teacher in an effort to

provide assistance and support. A novice teacher referred to a teacher who had not yet completed a full year of teaching under New Jersey State teaching certification guidelines. A provisional teaching certificate in New Jersey is issued during the first year of teaching. After a school year with successful evaluations, a teacher is granted a standard teaching certificate. An induction program referred to a cumulative program including training, support, and mentoring of new teachers and may run longer than a traditional one year mentoring program. Finally, technology training pertained to instruction in software programs, various equipment which could be used in the classroom, pedagogical uses of technology in the classroom, and usage of the world wide Internet.

Limitations of the Study

Prior experience and knowledge of teachers, time constraints of when training and orientation could occur, and the varying needs and interests of new teachers were all limitations to this study. In addition, because the method was site specific, the findings of this study could not have been generalized to any other group except Oakcrest High School.

Setting of the Study

Oakcrest High School, located in Mays Landing, New Jersey, is a large regional comprehensive high school, grades 9-12, which was built in 1960. The school had an enrollment of approximately 1,450 students and 140 teaching faculty during the 2003-2004 school year. After a 6-year period of flat growth, enrollment had increased by almost 450 students between 1996 and 2003. This trend of increasing enrollment was expected to continue over the next 5 years.

Oakcrest High School was one of two schools that comprised the Greater Egg Harbor Regional High School District (GEHRHSD). Oakcrest High School served the communities of Hamilton Township, Mullica Township, Port Republic, and Washington Township while Absegami served the towns of Galloway Township and Egg Harbor City. Over 95% of the students were bused to school, and 32% of the students traveled in excess of 21 miles, one way, in their daily commute to school. Oakcrest High School was located on a 110-acre wooded tract in Hamilton Township and was surrounded by grassy areas and athletic fields. The school community covers 227 square miles, an area of geographic, socioeconomic, and ethnic diversity.

Oakcrest High School students had come under increasing risk factors because of the social and economic changes in the community. The school was less than 25 miles from Atlantic City where the casino industry was a constant source of instability in the community. Farmers in the community were selling their land to developers due to the expanding casino trade, resulting in an increase in low-income housing developments and apartment complexes. Some students lived in waterfronts homes worth more than $1 million dollars. However, almost one third came from areas best described as rural poverty. The 2001-2002 per capita income for Atlantic County was $31,396 which reflects the average of the upper and lower economic levels in the school's community.

Since the 1994-1995 school year, seven budgets had passed and 13 had failed. The 2003-2004 budget was the first to pass in four years (T. Grossi, personal communication, September 8, 2003). This reluctance to pass the budget was most likely a result of GEHRHSD being a regional school district. Each of the encompassing towns had its own K-8 budget. In addition, these towns contributed to the regional high school

budget adding increase property taxes. The towns involved were very diverse in size, amount of rateables, and socioeconomic status. This lead to a diverse local tax impact within the school district.

The school demographics illustrated that Oakcrest High School had a 35% mobility rate, the highest in Atlantic County and one of the highest in the state of New Jersey. The October 2002 school lunch report listed 435 students (30%) on the federally funded school lunch program with a high proportion of minority student participation. This number of the federally funded school-lunch program had been increasing at an average rate of 2% per year for the past 5 years. Of the school population in June 2003, 65% were Caucasian, 21% were African American, 10% were Hispanic, and 4% were recorded as other. Approximately 20% of the student population was classified as needing special education services, and this number was projected to increase upon the arrival of the 2003 freshman class.

The academic offerings, as listed in the Course Selection Booklet, provided for five distinct academic tracks that included AP, honors, college-preparatory, non-college-preparatory, and remedial programs. The New Jersey School Report Card (New Jersey State Department of Education, 2003) showed that 42% of Oakcrest High School graduates attended a 4-year college after graduation and 32% of the graduates attended a 2-year community college. The average total SAT score of the Oakcrest High School class of 2003 was 941. The average total SAT score of the Oakcrest High School class of 2003 college-preparatory students was 1,051. In the 2002-2003 school year, 42 candidates took a total of 77 AP tests. Of the 77 AP tests attempted, 45 resulted in students being eligible to receive college credit. The March 2003 HSPA results showed

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that 96.7% of 11th graders passed the language arts literacy test and 85.5% passed the mathematics test (L. Gale, personal communication, July 30, 2003).

There were 140 faculty members at Oakcrest High School to start the 2003-2004 school year, including 6 guidance counselors and 5 members of the school's Adolescent Study Team. The faculty continued to demonstrate commitment to professional development with over 40.0% having earned master's degrees. A faculty attendance rate of 96.3% during the 2002-2003 school year was another example of a commitment to excellence. Additionally, almost half of the faculty enjoyed a tenure in excess of 20 years. The school was departmentalized in structure and included 7 department supervisors in addition to the principal and 3 vice principles.

Approximately 45% of the teachers at Oakcrest High School enjoyed tenure in excess of 20 years. However, this number had been decreasing each year since 1995 as a result of retirements. These experienced staff members had seen the school community and the student body undergo significant racial and socioeconomic changes. Many resented these changes because it was clear that the diversity of the student body presented a demanding challenge for both the school and the faculty. For the most part, these experienced staff members influenced the school setting by their desire to maintain the status quo. They could have been best described as the faculty members who were most resistant to change although numerous curricular and process changes had taken place over the past ten years. These changes included the expansion of AP course offerings from three to eleven, the implementation of interdisciplinary instruction linking English with social studies and science with mathematics, expanding foreign language course offering by adding Latin, and the addition of six modern computer labs to the

building. The influence of the majority of the senior staff was considered as negative to the setting with respect to the increase in the instructional time.

The remaining 55% of the teachers at Oakcrest High School had less than 20 years experience. In fact, the largest growth in faculty members over the past 5 years had been teachers who were hired with less than 1 year of experience. These new teachers and teachers in the mid-career stage could have been best described as the ''movers and shakers'' in the building. They represented the staff members in the school who were implementing innovative teaching strategies and programs in their classes; serving on committees; becoming involved in meaningful professional development activities; coaching sports or serving as advisors to activity programs; and, in general, supporting school programs for the benefit of the students.

The majority of these staff members were not resistant to change. In fact, they welcomed it and had been major influences in numerous change efforts that had occurred during the past 3 years. Specifically, these changes included the interdisciplinary curricular programs linking English with social studies and science with mathematics that were previously mentioned and the new inclusion program. The influence of the majority of the new and mid-career teachers to the setting was considered as positive, and believed that they would have been supportive of the increase in instructional time intervention being proposed.

The Oakcrest High School administrative team, consisted of 7 department supervisors, 3 vice principals, and the principal, had undergone significant changes during the past ten years. Since 1992, the number of department supervisors had decreased from 10 to 7, and the number of vice principals had increased from 2 to 3. As

of September 2003, 4 supervisors possessed less than 3 years of experience in their positions. Additionally, all three vice principals possessed less than three years experience at Oakcrest High School. Although the Oakcrest High School principal had been in the district for over 20 years, his tenure as principal began in August 2003. The remaining administrators ranged in experience in their positions from 8 to 20 years. One of the Oakcrest High School vice principals was also a former Vice Principal of the Year as recognized by the National Association of Secondary School Principals and the New Jersey Principals and Supervisors Association.

The Oakcrest High School administrative team members worked very closely with one another in the process of administering the school. The working relationship between and among members of the administrative team was extremely positive. The team met formally twice per month to discuss relevant issues at the school. The exchange of dialogue in this setting was open and honest. Administrative team members met informally throughout the period of time between formal meetings. The administrative team had served as leaders in the implementation of numerous curricular and procedural changes at Oakcrest High School over the past 3 years.

The superintendent of the GEHRHSD was completing his 8th year in the district. The board of education, consisting of nine members, had experienced minimal turnover since 1992. Three members had served on the board for over 13 years. Additionally, four different members possessed over 8 years of experience on the board, and the remaining two members were in their 1st year of service. The superintendent and board of education were fiscally conservative but were extremely supportive of programs that

serviced students. The board of education consistently required presentations by administrative personnel when new programs were being proposed.

The Oakcrest High School PAC consisted of approximately 50 parents, students, teachers, board of education members, supervisors, and administrators who met bimonthly to discuss relevant issues at the school. The PAC had also been empowered by the administrators to make recommendations for school improvement and had been instrumental during the past 10 years in the annual selection of the school goals process required by the New Jersey State Department of Education. The topic of increasing instructional time at Oakcrest High School was the primary topic of the July 2003 PAC meeting. It was an agenda item at all subsequent meetings since that meeting and received overwhelming support form the committee. This committee supported increasing instructional time and was, therefore, considered to have been a positive influence in support of the proposed intervention strategy.

Along with the PAC, two additional key parent organizations at Oakcrest High School included the Substance Abuse Task Force and the Human Relations Coalition. Also, in existence at the school were nine athletic and activity booster clubs and organizations. These key organizations were responsible for the development of several programs and interventions to help Oakcrest High School students, especially in the areas of substance abuse counseling, self-esteem building, and peer mediation. These organizations were instrumental in the process that resulted in swimming and crew being offered as new sports programs in the district (Ciccariello, 2000).

Chapter 2

Review of the Literature

Introduction

"Approximately six percent of the nation's teachers left the profession in a typical year, while seven percent change schools" (Brown, 2003). This statistic described a major problem in our nation's public schools today. This chapter reviews the problems of teacher attrition and retention by providing an overview of why teachers left the profession and why school districts should work to retain them. It also provides an explanation for the need of teacher mentoring and induction programs. It reviews state guidelines regarding mentoring programs. Model induction programs were examined in order to show what had been learned and what should have been incorporated into a successful program for novice teachers. Finally, this paper reviews the mentoring relationship and evidence on the overall benefits of instituting an induction program.

Review of the Teacher Attrition and Retention Problem

The U.S. Department of Education (1999) estimates that between 1.7 million and 2.7 million new public school teachers would have been needed by the 2008-2009 school year. In addition to large numbers of teachers retiring and an increase in student enrollment, many new teachers were leaving the profession. About 20% of all new teachers left the classroom after three years and after five years the number who quit rises to about 50% (Madsen & Hancock, 2002). According to Ingersoll (2002), there was no significant difference in teacher turnover rate between elementary and secondary teachers

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but academic field did influence it. The disciplines with the highest turnover rates were: mathematics, science, and special education. Sadly enough, it was the teachers with the most talent that were most likely to have left the profession (Halford, 1998).

In the United States, we not only saw an increase in teacher attrition rates but we also saw a decline in the number of certified teachers actually entering the profession. For example, in Illinois, about half the college and university students eligible to teach never decided to teach in the state's public schools (Gidwitz & Schiller, 2003). "School staffing problems were analogous to a revolving door, suggesting that teaching was an occupation where there were large flows in, through, and out of schools, exacerbating the needs generated by teacher retirement and student enrollment increases" (Ingersoll, 2001, p. 514). If schools continued to do nothing to retain new teachers, we would have been facing a national teacher shortage crisis in all disciplines.

Why Teachers Left the Profession

There were many reasons teachers left the profession, some due to the work itself and others for lack of support provided to them. The amount of paperwork could sometimes have been overwhelming to teachers. Jensen, Meyers, and Mortoff (1994) found that teachers left the profession for several reasons including: difference between expectations and realities in a classroom, lack of materials and resources, and assumptions made about expected support of parents. Because teachers' expectations differed from what the realities of the job were, they could often go into survival mode just to finish out their first year. A survey conducted by the National Center for Educational Statistics listed several areas in particular that lead to teacher attrition: "poor safety 46%, poor administrative support 34%, student discipline problems 23%, poor

student motivation 22%, lack of faculty influence 15%, inadequate time 9%, class size too large 9%, no opportunity for advancement 9%, lack of community support 9%, intrusions on teaching 8%, and unsafe environment 7%" (Clark & Richardson, 2002, p. B6). School districts needed to try to remedy the problem of teachers leaving the profession before it becomes a national crisis.

Why School Districts Should Try to Retain Teachers

As new teachers were entering the profession, many were leaving. In 1999-2000, the total number of teachers in the United States was 3,451,316. Of those teachers, 232,000 were brand new teachers or had not been teaching the year before. At the end of that year, 287,000 teachers left the schools where they were located. This left 55,000 more teaching positions to have been filled by school districts across the country (Johnston & Hovda, 2003). This figure did not include all new positions that would have been created and have needed to be filled due to an increase in student enrollment. Basic financial principals of supply and demand told us that we needed to recruit and educate more teachers or retain the ones we had. School districts could not afford to lose teachers because of lack of support or bad working conditions anymore.

Schools had to work hard and actively recruit new teachers to fill vacant spots for a variety of reasons. School districts should have aimed at retaining teachers, not only in the profession but also in their school districts. The price of losing one and hiring another teacher was costly to a district. Although it may have cost money to train teachers, the monetary amounts districts would have saved in reducing the amount of recruiting they had to do would have been profitable. An analysis done in Texas showed that it did cost approximately $5000 to replace a teacher. That figure did not include training. It simply

included paperwork, advertising, and time used by administration to perform tasks associated with hiring a new teacher (Texas Center for Educational Research, 2000). If school districts were looking for a cost-effective strategy to increase the retention rate, they should have improved the successful induction of new teachers into the profession (Hawley and Vali, 1998).

The Need for Mentoring and Induction Programs

"There was a one-in-seven chance [students] would get a teacher who was new on the job. Though new teachers were often brimming with idealism and a hunger to pass on knowledge, recent research from the Harvard Graduate School of Education revealed that schools fell short in giving novices the support they needed to succeed. Over half the new teachers surveyed said they received no extra assistance, yet three-fourths said they were expected to carry the same load as seasoned teachers" (Troen and Boles, 2003, p. A13). Traditionally, teaching was a profession that had inducted its members through a sink or swim approach. A teacher was handed a class roster and a set of classroom keys on the first day of school and expected to teach at the same quality level as a veteran teacher. Unlike the business world or medical profession, teachers were not given on-the-job training or required to go through years of internship and residency programs. New teachers could not honestly have been prepared for the work ahead of them after simply completing a college or university program with little practicum experience. New teachers were in need of sustained moral and emotional support. This type of support would make them better-trained, lead to a higher level of comfort, and make them feel like staying in the teaching profession (Vaishnav, 2001). The process of mentoring was one way proven to help retain new teachers in the profession.

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Teacher attrition rates, non-competitive pay, and a graying workforce had created a demand for new teachers to fill positions across the country. Many states had lowered their standards for teacher certification to include alternate certification programs. In these programs, teachers who meet certain criteria but had not gone through a formal teacher education program could have been certified to teach in the nation's schools. The federal No Child Left Behind Act (NCLB) of 2001 requireed that all public schools had highly qualified teachers in every classroom by the 2005-2006 school year (U.S. Department of Education, 2001). As a result, all teachers, especially alternately certified teachers, would need quality induction and training programs in order to teach in the nation's schools.

Nationally there had been a call for accountability of schools and teachers over the past five years to raise the academic bar and show positive performance. The nation was asking schools to raise student achievement levels so that we could compete with the rest of the world. The achievement shown by students was predicated on the success of teachers. Scherer (1999) stated that the public favored high quality and caliber teachers over standards, assessments, and vouchers to increase student learning. If schools were to use superior teachers to raise academic achievement levels then schools needed to ensure that teachers were getting the best training they could provide, possibly with the help of mentoring programs for new teachers.

Mentoring programs were becoming more and more popular among school districts throughout the country. Although programs that linked new and experienced teachers formally began in the 1970's, it had only been over the past ten years that mentoring had become popular (Ganser, 2002). Ganser accredited the popularity of

mentoring to the resurgence for the need of new teachers which he in turn attributed to three reasons: increase in school enrollment, large-scale retirements of teachers hired in the 1960-1970's, and a calling to reduce class sizes. It was important to add that because of the need for so many new teachers, many states had employed a method for implementation of non-traditional route teacher certification. "More than 40 states and the District of Columbia already offered some type of alternative certification program" (Feistritzer & Chester, 2000). This process had exacerbated the need for mentoring of new teachers. Alternatively certified teachers did not have a background in educational pedagogy and most candidates had no experience in a classroom besides their own schooling. Could we have really expected new teachers to have had an in depth knowledge of curriculum, classroom management, and parent involvement without training? Research showed that this training was indispensable. For example, Hiatt-Michael (2001) explained that involving families promoted student achievement through better attendance, satisfaction with school, less behavior problems, and accurate student placement. It was an injustice to students if we set unprepared teachers free in our schools without some type of support system or training. A structured mentoring program may have provided emotional and procedural support and allow these teachers to gain the knowledge of educational pedagogy they needed to be successful and show student achievement.

New Jersey Guidelines and Laws Regarding Mentoring

At the time of this study, there were no federal guidelines or regulations regarding the mentoring of new teachers. Despite this fact, the New Jersey Department of Education had adopted regulations regarding the mentoring of novice teachers in this

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state. New Jersey Administrative Code (N.J.A.C.) 6:11 outlines professional licensure and standards. This code required every teacher working under a provisional certificate to be mentored by an experienced teacher in his or her respective district. An amendment to N.J.A.C. 6:11 was adopted April 4, 2001 and implemented in September 2001 that extended the mentoring period into the second year of teaching, but did not change current state certification requirements regarding standard teaching certificates. The sunset date for this amendment to have been implemented by was January 2004. The amendment to N.J.A.C. 6:11 also included requirements for local districts to set up and implement state-approved mentoring plans as well as established timelines and guidelines for the use of state funds (New Jersey Department of Education, 2001).

Lessons Learned From Model Induction Programs

Mentoring programs alone did not provide adequate support and training to new teachers. An atmosphere of collegial synergy needed to be fostered over a period of time. Novice teachers would have faced numerous challenges over the course of their careers. Teaching practices should have continued to be cultivated through a continued support network and access to professional development through the years. Successful induction programs were the key to a teacher's career. Mason and Webber (2003) showed that after the implementation of effective induction programs the following was found: "increased retention rates for new teachers, renewed practice for veteran teachers, a growing sense of professionalism in the school, improved relationships with parents, a greater sense of community among teachers in the school, and expanded leadership roles of teachers in the school" (p. 32).

Studies had shown that new teacher induction programs were effective. A program in Texas called the Beginning Educator Support System (TxBESS) was a mentoring and support network program that had goals of teacher retention and development of personal professional expertise. In 2000-01, after one year in the program, 88% of new teachers continued to teach in Texas and after a second year in the program, 98% of teachers returned to teaching (Garza & Wurzbach, 2002). The Leyden district in Illinois and Lafourche school district in Louisiana had also shown success in the area of teacher retention by providing successful induction programs for new teachers. Their attrition rates for the 2001-2002 school year were 2.2% and 3.9% respectively (Wong, 2002). The program used in the Lafourche district had been so successful that the state of Louisiana had adopted its model statewide – Framework of Inducting, Retaining, and Supporting Teachers (FIRST). Wong (2002) believed that induction programs would encourage quality teaching and suggested that for a successful induction program there were several elements that should have been incorporated: four or five days of workshops prior to the start of school, workshops and training over two or three years, mentoring, modeling successful teacher behaviors, administrative support, and finally the granting of release time to allow for classroom observations of veteran teachers.

The Induction Process – What should be included?

Gold (1996) stated that, "few experiences in life had such a tremendous impact on the personal and professional life of a teacher as did the first year of teaching" (p. 548). In order to ease new teachers and guide them through the beginning of their careers, schools should have set up a support network that contributed to individual growth and

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fostered career development. It was shown that teachers who had been successfully mentored were twice as likely to remain in the profession (Brown, 2003). Because of this, mentoring should have been part of this induction process.

"Mentoring had generally been defined as a relationship between a senior and junior employee in which the senior employee provides developmental functions (i.e. kinds of support) such as coaching and sponsorship" (Allen & Finkelstein, 2003). Novice teachers needed help with items such as school procedures, grading, lesson planning, classroom discipline, parent conferences, and evaluation of students. A successful mentoring program should have included several activities to allow for this learning process: peer observations, coaching, feedback sessions, and joint preparation time (Alderman & Milne, 1998). It should have provided a forum between novice and veteran teachers for discussions about curriculum and pedagogical concerns. Finally, successful mentoring programs needed to include quality training to educators who served as mentors (Weiss & Weiss, 1999). Mentors should have been given clear guidelines so that they had appropriate expectations through the mentoring relationship.

Veteran teachers were not the only pieces to completing the puzzle of a successful induction program. Administrative support could play a key role in providing assistance for new teachers. For example, a principal could have a significant effect on new teachers. Jorissen (2002) provides ten suggestions for principals on increasing new-teacher satisfaction and retention:

> "Hire teachers who are most likely to stay, assign new teachers to positions in which they have the greatest likelihood of succeeding, limit preparations, traveling, and extra duties, develop a culture of collaborative problem solving, assign a qualified mentor, rely on mentors to assist in dealing with the culture shock of the first year, establish and maintain a positive personal relationship with the new teacher, involve new teachers in decision making, facilitate professional

integration during the first three years, and recognize the ways in which the teacher is making a difference". (p.48-54)

Schools should have been ready to fully support an induction program once it was chosen. A study performed by Salyer (2003) showed that alternatively certified teachers were not being assigned mentors and that some that were offered mentors were given unclear information and were never observed by the mentor. Full support of an induction program included providing staff to ensure that the chosen program was carried out by all involved members and not simply an unused plan on a piece of paper.

A district should have also supported an induction program financially. Release time, which allows for professional peer observations, was one way a program could have been supported. This time may have been a professional day granted to novice teachers to observe veteran teachers. In other countries the practice of peer review had been going on for some time. In Japan, teachers routinely engaged in professional development by visiting other classes, critiquing each other's lessons, and reviewing case studies on hard to teach students (Scherer, 2001). This practice took both time and money to support teachers. Schools may have also shown monetary support through a substantial undertaking such as in Cincinnati's Peer Assistance and Evaluation Program (PAEP). PAEP was a pioneer program that relieved teachers of classroom duties for up to two years. The veteran teachers involved in this program were trained in supervision and were provided this time to evaluate inexperienced teachers (Smith, 2002). Finally, districts could show financial support of mentoring programs through compensation of mentor teachers.

In addition to mentoring, additional training should have been provided to novice teachers. Areas such as technology and procedures should not have left teachers

frustrated and wanting to leave the profession. Today's teachers needed training they may have not needed so substantially in the past. Classrooms today presented challenges such as diverse learners, an increasingly complex knowledge base, and influences from a technology-oriented society (Weiss & Weiss, 1999).

Finally, we could not forget that growth comes from true reflection. Novice teachers should have been introduced to the idea of keeping a journal to show progress over the course of the year. Conway (2003) stated that we could not have been concerned with mere survival of teachers during their first year. We must have gone beyond that level and encouraged them to grow into reflective teaching practitioners that were needed in education at this time.

The Mentoring Relationship

Trust, openness, and confidentiality were important in establishing a mentoring relationship. This provided a non-threatening environment for novice teachers to explore their own practices without the fear of job loss or being viewed as incompetent. In order to provide novice teachers with the best environment, careful selection of mentors should have been demonstrated. Davis (2001) felt the mentee/mentor relationship must have been voluntary to be authentic. Many new teachers were already concerned about the prospect of having a mentor looking over their shoulders. It was only in hindsight that they realized that the relationship was there for support and guidance (Rose, 2002). Veteran teachers should not have been forced to mentor a novice educator. This involuntary situation may have led to a poorly developed relationship between the two individuals in which growth and learning could not progress.

A mentor should have been a person who gave sustained support to new teachers and did not simply tell them where the copier could be found. A mentor should understand how to teach in general and more specifically, how to teach a particular subject area (Vaishnav, 2001). Rowley (1999) presented qualities of a good mentor. First, this person should have been committed to the role by agreeing to formal training, maintaining confidentiality, and investing time and energy. The mentor should have accepted the beginning teacher by not making judgments. The ability to provide instructional support and to coach the novice teacher was another good quality. The mentor should have been effective in interpersonal contexts and should have been a model of a continuous learner through pursuit of professional growth. Finally, a good mentor communicated hope and optimism to the novice teacher by never allowing a mentee to feel as though they were the only one who had struggled or been frustrated. The mentoring relationship had two sides that needed to have been prepared to bring about change and growth. "Successful mentors should have been flexible and nonjudgmental; successful protégés, open and ready to learn" (Monsour, 2003).

The Benefits of Mentoring Programs

It was obvious that induction programs provided support and helped retain new teachers. Smith (2002) stated that formal mentoring programs provided several benefits to new teachers. "For instance, retention went up, attitudes improved, feelings of efficacy and control increased, and a wider range of instructional strategies was demonstrated" (p. 47). It was important to realize that mentoring programs had also benefited the mentor in his or her own professional development. Hawk (1987) found that mentors grew professionally because they were forced to focus on their own teaching methods, made

aware of the importance for educators to communicate, and found new understandings for the roles of supervisors, principals, and central office administration. Mentors could basically find a sense of renewal in their own teaching through the mentoring experience. They could learn just as much from their mentee as the mentee could learn from them.

The most important benefit of any induction program was the ultimate goal – the students. Administration needed to understand that in creating an induction program this allowed the overall organization to grow. Novice teachers and veteran teachers alike would grow professionally and would have a comprehensive understanding of the mission of the school and the overall organization would have been stronger as a result (Huling & Resta, 2001). When the organization was strong and promoted growth, student achievement could flourish.

Conclusion

If schools were to combat the teacher attrition rates over the past few years, they needed to provide induction programs that aimed at supporting and retaining teachers. These programs should focused on student achievement by fostering professional development in all the nation's educators. New teachers needed an orientation to the teaching profession just like any other career. They needed to know the mission of the school, not just where their keys and classroom could have been found (Halford, 1998). Schools needed to realize teacher induction programs were important and aim at helping novice teachers find success in their chosen careers. Policy makers must continue to address concerns about preparing highly qualified teachers so that these educators would feel competent and would have a commitment to remain in teaching (Jorissen, 2003).

Chapter 3

Design of the Study

Introduction

The purpose of this study was to provide a supportive network that included orientation and training for all Oakcrest High School first year and new teachers to the district in order to increase the rate of return of teachers to the school and profession. This chapter described the design of the study. It explained the type of data collected and how it was collected and analyzed in an effort to prove the above objective and answer the following question. What did new teachers need to have been successful at Oakcrest High School?

General Description of the Research Design

The design for this research followed a traditional mode using surveys to collect data in an effort to obtain information regarding new teacher experiences with mentoring and training sessions provided to them during their first year at Oakcrest High School. A combination of qualitative and quantitative methods was used to allow for the gathering of not only scaled answers to questions asked on the surveys but also a more open-ended portion, which allowed subjects the freedom to expand on concepts. This mixed method permitted a more accurate view of each subject's whole perception on the mentoring and induction program within which they participated during the 2003-2004 school year.

Development and Design of the Research Instrumentation

Four separate surveys were used in this study. Two of the surveys, (see Appendix A) one administered mid-year and the other at the conclusion of the program, were very

similar and consisted of twenty-two items. Of those questions, one related to years of experience, eight related to the induction program activities, seven related to mentoring, four related to the support received by the new teacher from various staff members, and two related to general needs and comments of the new teacher. Eleven of the structured questions used a 5-point scale with one being of little benefit and five being of considerable benefit. One of the questions used a 5-point scale with one being zero years of experience and five being more than 24 months of experience. Three of the structured questions used a scale of yes or no. Seven of the questions were open-ended questions used to solicit qualitative data.

The third and fourth surveys used in this study were provided as part of the Greater Egg Harbor Regional High School District Mentoring Plan. See Appendix B. The novice teacher survey consisted of six questions. Of those items, five were structured questions using a 5-point scale with one being of little benefit and five being of considerable benefit. Of the five questions, one related to knowledge and skills received, one related to the matching of mentor to mentee, one evaluated the mentor's ability, and two related to growth opportunities. The sixth question was open-ended and related to expectations of the mentoring program or other comments. The mentor teacher survey consisted of six open-ended questions obtaining qualitative data. The questions asked about expectations of the mentor, training, components of the mentoring process, becoming a mentor again, and provided space for additional comments.

Description of the Sampling and Sampling Techniques

The site for this study was Oakcrest High School in the Greater Egg Harbor Regional High School District. The sample size totaled 28, including both new and

23

veteran teachers. The research subjects included all first year and new teachers to Oakcrest High School. A convenience sample of all 14 participants was used in this study due to the small number of new teachers involved in the mentoring and induction program. The 14 mentors of these new teachers also served as research subjects to complete this study.

Description of the Data Collection Approach

The surveys used in this study were first submitted to Rowan University's Institutional Review Board for approval. After approval of the surveys by the University, the administration at Oakcrest High School was solicited for authorization to distribute the surveys to participants in the new teacher mentoring and induction program and their mentors. After permission was granted, the new teacher surveys were then disseminated to all new teachers participating in the program in order to obtain information regarding their experiences, gain insight on their current needs, and evaluate the program. This task was performed December and then in March; the second time being at the conclusion of the year's program. Program participant mentors were given a survey once at the conclusion of the program in order to evaluate their experiences as mentors an gather insight for the future. Surveys were collected within a week of distribution and analyzed.

Description of the Data Analysis Plan

A structured analysis was performed on the data obtained from the 2003-2004 new teacher and mentor surveys. A statistical analysis program entitled SPSS was used as a way to evaluate quantitative data. Surveys were coded and entered into the program spreadsheet. A descriptive statistical analysis was performed to calculate frequencies of results. Qualitative data was analyzed by reviewing the survey results extensively and

evaluating them for trends and common themes. This was done in order to draw

conclusions about what teachers specifically at Oakcrest High School needed to be

successful during their first year and evaluate the program in which they participated.

Chapter 4

Presentation of the Research Findings

Introduction

The purpose of this study was to provide an induction program that included

orientation and training for all first year and new teachers to the district in order provide a

support network and help to increase the likelihood that the teachers would remain in the

profession. An induction program, including mentoring partnerships and training

sessions, was set up during the 2003-2004 school year at Oakcrest High School. Novice

teachers were surveyed twice throughout the year and teachers who served as mentors

were surveyed once. This was done in order to obtain feedback about the induction

program and to conclude what teachers needed to be successful at Oakcrest High School.

This chapter presented data and information gathered to answer the grand tour questions

of this study.

How should mentors be assigned?

To answer this question, the school's past practice and policy had to be examined.

Due to New Jersey state mandate under N.J.A.C. 6:11-14.8, teachers with less than one

year experience in the classroom were provided mentors in accordance with the

GEHRHSD mentoring plan (See Appendix B). This formal plan included district goals, a

mentor selection process, use of state funds, and evaluation of the mentoring plan. In

accordance with this plan, teachers wishing to serve as mentors should have submitted

applications early each spring, completed a self-survey, submitted reference forms, met

eligibility criteria, and exhibited a variety of qualities deemed to make for an effective

mentor. After receiving input from the departmental supervisors, the building principal assigned a mentor to each novice teacher. This formal partnership lasted for the duration of the school year. This mentoring relationship not only meant the school was meeting state guidelines but also that new teachers were provided with someone who could have been of support and guidance throughout the year.

How and when should the training portion of the induction program be set up?

The district had received a grant to set up summer training sessions for teachers in August of 2003. All new and non-tenured teachers were invited to attend. This program provided momentum and served as a great launch into the induction program that was created at Oakcrest High School for the 2003-2004 school year. Before the Oakcrest program could begin, support from the building administration was solicited and obtained. Administrators were also asked for their input as to how the program should have been incorporated during the school year at Oakcrest High School. The building principal and supervisors agreed to support and endorse mandatory training sessions being held once per month during the after school activity period. This was a time that teachers had to remain in the building under negotiated union contract but was also a time when teachers were not assigned a class. This presented an opportune time to hold training sessions. Novice teachers and supervisors were notified that training sessions were scheduled for the second Wednesday of every month. These training sessions meant that all new teachers would have been exposed to a variety of activities throughout the school year, through which valuable knowledge and skills could have been gained. The time in which these training sessions were offered allowed all teachers to have been

present and the administrative support helped reinforce the importance of attending each session.

What types of training sessions should be provided to new teachers?

To start the training sessions, topics were chosen from past successful professional development workshops and ideas were taken from district and building administration. As the program at Oakcrest continued throughout the year, suggestions were obtained both informally and also from survey results obtained from the novice teachers. Overall, training sessions encompassed a variety of topics and provided a good background to all who attended. These training sessions meant that teachers could obtain new skills and that this newfound knowledge could have been applied to the classroom in which the novice teacher was instructing so that student learning could take place.

The summer training, offered by the GEHRHSD, included several sessions and served as a good foundation for all novice teachers. Topics covered included components of a good lesson plan, learning styles and instruction techniques, technology training, student assistance counseling, special needs students, programs to help students, classroom management, and being a mentor. To kick-start the program specifically at Oakcrest High School, an orientation was provided to all new teachers to the school and their position on August 28, 2003. See appendix C for an agenda, first day checklist, and quiz to win prizes. The orientation included presentations from all three vice-principals regarding policies, practices, and procedures. The principal served as a tour-guide and presentations were provided on guidance services and school security. Round table discussions were held to provide time for questions from one teacher to another and to give teachers a sense of what they needed to know by the first day of school. Technology

training was provided for grading software and webmail and time was left at the end of the day for new staff to spend with their department supervisors. Finally, lunch was sponsored by the administrative team and included a time during which new staff took an orientation quiz and were able to win a variety of prizes showcasing Oakcrest pride.

The summer weeklong training program and the new teacher orientation meant that teachers were welcomed into the district and building with open arms. They were given the opportunity to ask questions and raise concerns about the start of the new year. They were not simply thrown into a classroom and asked to teach. Teachers were first provided with basic training and an orientation to school procedures that served as a solid foundation on which to start the school year.

As the school year started, training sessions were offered on the second Wednesday of every month. Several topics were covered prior to the winter holiday break. In September, new teachers were exposed to a question and answer session along with a roundtable discussion on starting the new year. The purpose of this session was to check progress, make sure everyone was comfortable, and to ensure teachers were finding things okay.

October's school schedule presented a great opportunity for a workshop entitled A Guide To Parent Conferences. See appendix D for handouts. Back-to-school night was held the night after this training session. This allowed teachers to gain knowledge about the do's and don'ts of dealing with parents. The October school calendar presented another opportunity for new teacher training on a full day in-service occurring on October 10th. New teachers were taken on a three-hour bus tour through the entire Oakcrest land area. This allowed teachers the opportunity to view the diverse housing of

their students first hand. They were able to conclude that Oakcrest consists of truly economically diverse students, each of whom have outside influences effecting their everyday functioning in the classroom.

November's training session included an orientation to the library and media center at Oakcrest. See appendix E for information presented at the session. This session exposed teachers to the wide range of resources available to them and their students. Finally, in December training was provided on understanding Individualized Education Plans (IEPs). See appendix F for a copy of the PowerPoint presentation used by the presenter. This session reinforced the notion of teacher accountability and legal responsibility for all special education students in their classrooms. It also provided ideas and suggestions on how to manage multiple IEPs and make modifications in one classroom.

With the novice teacher surveys now analyzed and interpreted to determine what type of training should have been provided during the remainder of the school year, additional sessions were set up. At the request of several teachers, additional technology training was provided specifically for new teachers. The areas addressed were the Oakcrest grading software entitled Integrade Pro and the student tracking software entitled ClassXP. This session allowed teachers to take their actual grades with them to the session and work with them. Teachers were shown how to set up spreadsheets to help calculate mid-term grades as well as semester averages for each student. It allowed teachers to manage grades and student attendance more efficiently and with greater ease.

February's session was dedicated to explaining school-wide testing programs. During the first week in March, new teachers would have to proctor either the Terranova

test to ninth and tenth graders or the High School Proficiency Assessment (HSPA) to eleventh and some twelfth grade students. This meeting time allowed new teachers to obtain a sense of comfort with the upcoming testing programs. Finally, in March a session entitled Sifting Through the Paperwork was presented. For the first time at Oakcrest, a guide was created that explained how to fill out all the paperwork involved in this teaching job. The new manual (See appendix G) was entitled, A supplement to the teacher's handbook: A step-by-step guide to filling out the paperwork. The presentation of this guide at the March training session meant that teachers now knew what needed to be done to accomplish such things as going on a field trip, applying for tuition reimbursement, referring a student for guidance or child study team services, etc. Teachers now had a true resource they could rely on, not just memos passed around over the course of the past several years with which they did not even have access. This session also served as a reminder that instructing a class was not where an educator's job stops; it extends beyond the classroom walls into activities and other learning opportunities.

What was the progress of the induction program mid-year as shown by the results of surveys given to the new teachers?

Nine teachers responded to the mid-year survey distributed in November of 2003. Of these teachers, 44 percent (four out of nine) had zero classroom teaching experience prior to this year, not including substitute or student teaching. Thirty-three percent (three out of nine) had one to six months of experience and 22 percent (two out of nine) had between 13 and 24 months of experience. When asked about the overall benefit of the induction program, six teachers responded that it had been of somewhat to considerable

help to them and three teachers responded that the program had been of little or slight

help. See Figure 1 for an illustration showing percents of perceived teacher benefit.
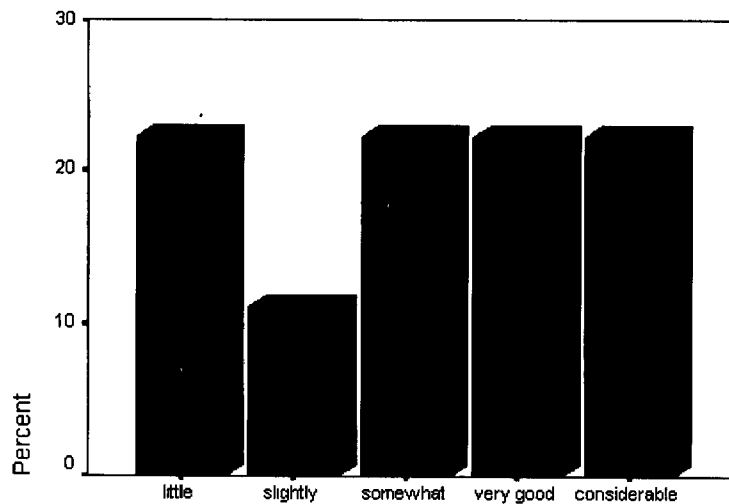
Figure 1. Mid-year survey results showing how the induction program had benefited
teachers with an orientation to Oakcrest High School.

This survey obtained quantitative results about the benefit teachers felt by all

offerings provided at this point in the school year. First, the summer sessions were

evaluated. Six out of eight teachers that attended this weeklong program felt it was of

some benefit to them. Two of the teachers felt it was of little or slight benefit. As shown

in Figure 2, eight out of nine teachers felt the building orientation held in August was of

significant benefit. The bus tour in October of 2003 showed positive results. Only eleven

percent (one out of nine) saw this session as providing little benefit to them. The other

eight showed varying degrees of benefit. The training session on back-to-school night

and parent conferences was showed mixed results for those teachers attending. Fifty

percent (four out of eight) felt it had little benefit and of the remaining fifty percent, two

teachers ranked it as very good and two felt it provided considerable benefit to them.

Finally, the session on library orientation was evaluated. As shown in Figure 3, two

teachers felt it was only of slight benefit and the remaining seven teachers felt it was of

some degree of benefit.
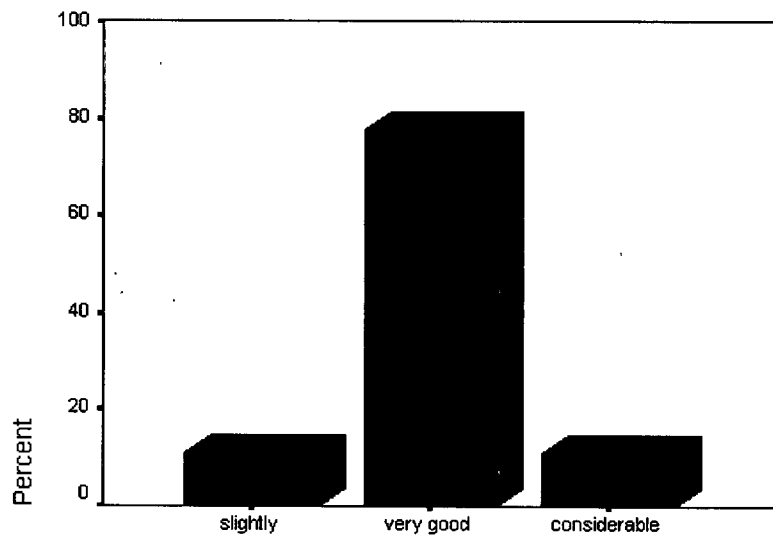
Figure 2. Mid-year survey results showing the perceived benefit of the building
orientation held in August of 2003.
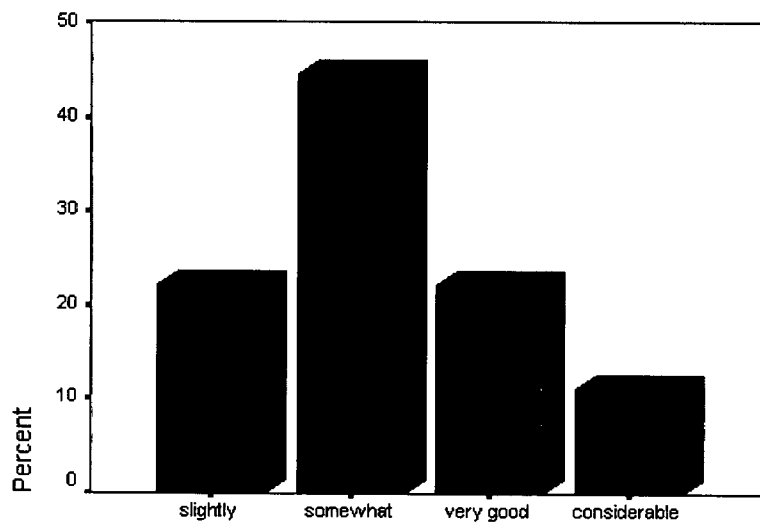
Figure 3. Mid-year survey results showing the perceived benefit of the library orientation
session held in November of 2003.

Quantitative results were also obtained regarding the support provided to new

teachers by their perspective mentor, supervisor, and other members of the school

community. The results showed a significant amount of support shown to the new

teachers at Oakcrest High School. All novice teachers were assigned a mentor during the

2003-2004 school year. As shown in Figure 4, only eleven percent (one out of nine

teachers) rated the support of his or her mentor as of slight benefit. The other 89 percent

(eight out of nine teachers) agreed that their mentor was of some degree of support. The

support provided by supervisors showed an overwhelming benefit to new teachers. As

shown in Figure 5, 100 percent of new teachers felt their supervisor was of support.

Eighty-nine percent (eight out of nine teachers) gave the supervisor's support the highest

rating possible. Finally, 100 percent of new teachers received additional support by other

members of the school community. The perceived degree of support received varied from

person to person and was illustrated in Figure 6 ranging from somewhat beneficial to

considerable benefit.
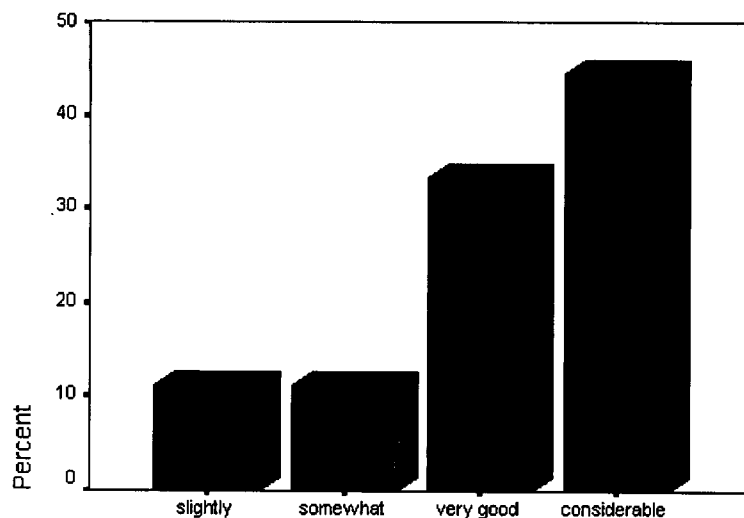
Figure 4. Mid-year survey results showing the perceived benefit of the support received
by the mentor.
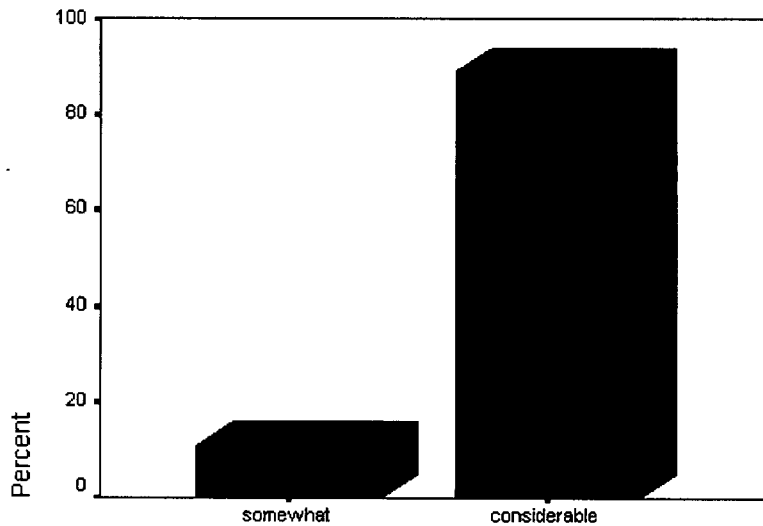
Figure 5. Mid-year survey results showing the overwhelming support provided by supervisors to new teachers.
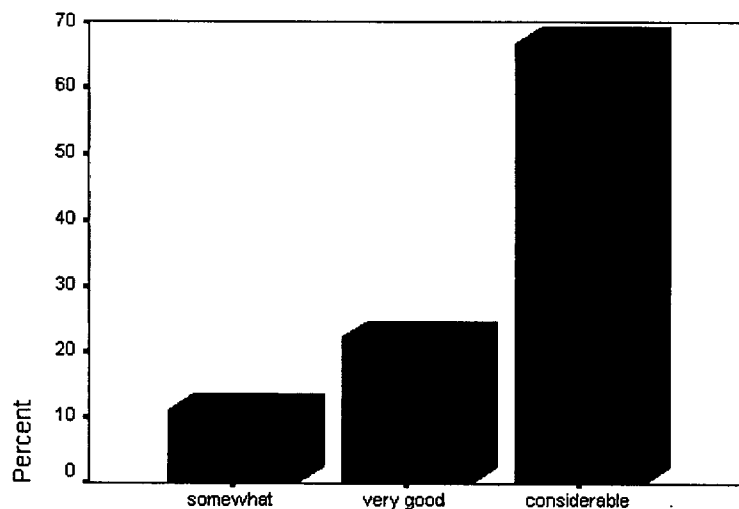
Figure 6. Mid-year survey results showing the benefit of the support received by members of the school community.

Qualitative results were also obtained regarding the orientation and support teachers had been shown by this point in the year. All comments were positive and showed that teachers felt encouraged. One teacher commented, "It was my experience that support wise, all staff was very helpful". Another staff stated, "Everyone in my department was very supportive. They have given me extra materials, help with behavior management, and classroom management" and "All assistance had provided a good base

of information". Finally, one teacher noted "Support from other faculty members had been phenomenal – the general growth of our staff allowed for an open and communicative community".

New teachers were asked about the amount of contact they had with their mentor. Out of the eight respondents, seven of them felt they had considerable contact and one of them felt the contact was at a very good level. The benefit the new teacher gained from this high level of mentor to mentee contact varied slightly. Twelve percent (one out of eight teachers) felt the relationship was somewhat beneficial. Twenty-five percent (two out of eight teachers) received a very good benefit and 63 percent felt the relationship was of considerable benefit to their success.

The contact novice teachers had with their mentors varied from person to person, each having experienced different activities with their mentor. As shown in Figure 7, 62.5 percent (five out of eight teachers) had observed their mentor teaching. Figure 8 showed that 50 percent (four out of eight teachers) had their teaching observed by their mentor. Qualitative data showed that teachers noted that they had reviewed such topics as grading procedures, lesson planning, curriculum development, and guidance procedures with their mentor. Other topics reviewed between mentee and mentor were discipline issues, time management, and brainstorming ideas. One teacher noted that the mentor had, "Helped me with any and all of my questions and guided me on the right path to success".
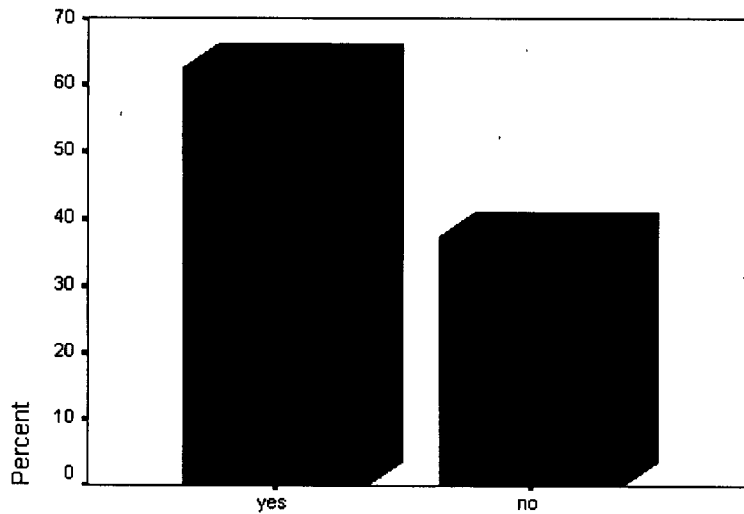
Figure 7. Percent of teachers that had observed the mentor teaching by mid-year.
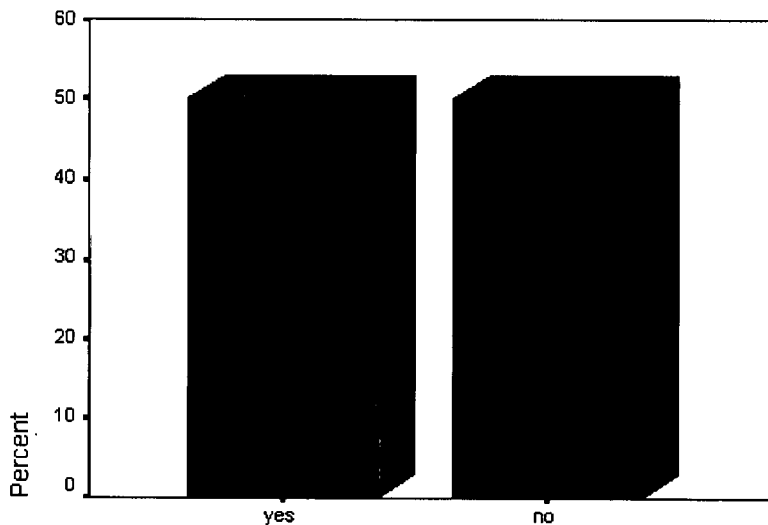
Figure 8. Percent of teachers that had been observed by the mentor teacher.

When asked about anything that the induction program could offer to help new teachers become more successful in the future, several ideas were obtained. One teacher suggested an online forum where novice teachers could go for answers to questions and support. Four teachers suggested more information on technology such as training on programs such as Integrade Pro, ClassXP, Altiris, and wireless laptops. One teacher suggested the goal could have been accomplished, "By allowing a forum in which new

teachers could interact in a group environment without the presence of a veteran teacher or administrator. Finally, another teacher suggested a session on classroom management and organization.

When asked about what types of activities should be avoided in the future, only a few suggestions were obtained and they were consistent with the variety of experience new teachers bring with them. One teacher stated that the success of the induction program meetings was the short time for each session and suggested that long meetings be avoided in the future. Two teachers suggested that the bus tour be optional in the future because they were already familiar with the geographical area and diverse socioeconomic backgrounds of Oakcrest students.

What was the success of the new teacher induction program as shown by the results of surveys given to the new teachers at the end of the program?

Survey results were obtained from six teachers who participated in the new teacher induction program. Questions asked in this survey were very similar to those posed mid-year. Of the respondents, 66.7 percent (four out of six teachers) had zero teaching experience outside of substitute or student teaching when starting this school year. The percent of teachers having one to six months experience equaled 16.7 (one out of six) and the remaining 16.7 percent (one out of six teachers) had experience totaling between seven and twelve months. The overall benefit towards an orientation to Oakcrest High School shown by the induction program varied from person to person. Thirty-three percent (two out of six) teachers felt the program was of little or only slight benefit to them. The remaining 66.7 percent (four out of six teachers) felt the program was of somewhat to considerable benefit.

Teachers were asked to evaluate the training sessions held during this portion of the year. The understanding IEPs workshop was rated somewhere in the middle by most respondents. Forty percent (two out of five teachers) felt the session was only of slight benefit and the same percentage felt it was somewhat of a benefit. A very good rating was obtained by 20 percent (one out of five teachers) of those respondents who attended the session. As shown in Figure 9, the Integrade and ClassXP training was of some benefit to all participants. The sifting through the paperwork session was rated as being of a benefit to all participants. Seventy-five percent (three out of four teachers) felt it was somewhat of a benefit and the remaining 25 percent (one out of four teachers) felt the session was of considerable benefit.
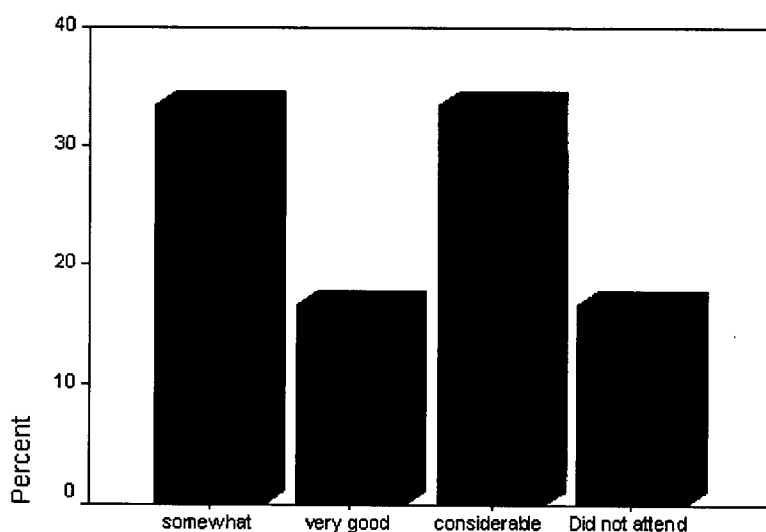
Figure 9. Percents of teachers showing varying degrees of benefit from Integrade Pro and ClassXP program training.

Once again qualitative data was solicited from new teachers to obtain a sense of what should be offered in the future and what should not be offered. Respondents felt activities such as working with peers, idea-sharing sessions, and developing a professional improvement plan (PIP) should be offered in the future. One respondent felt

less emphasis should have been placed on training workshops and another suggested the paperwork workshop would have been of significant benefit if offered at the beginning of the year.

When asked about contact with their mentor, the respondents' answers decreased slightly from mid-year. As shown in Figure 10, all mentees had some form of contact with their mentor but the degree varied. The percent of teachers responding that they had considerable contact with their mentor, dropped from 87.5 percent (seven out of eight) to 50 percent (three out of six teachers). The percent rating the contact very good increased from 12.5 percent (one out of eight) to 16.7 percent (one out of six teachers). Finally, a new category was being used; 33.3 percent (two out of six teachers) noted only having somewhat contact with their mentor. The perceived benefit of the mentor contact corresponded directly to the decrease in actual contact. Thirty-three percent (two out of six teachers) now felt the mentor contact was of little or only slight benefit. The remaining 67 percent (four out of six teachers) rated the mentor contact as somewhat or considerable benefit. This was the level of benefit at which the mid-year survey showed all teachers responding.
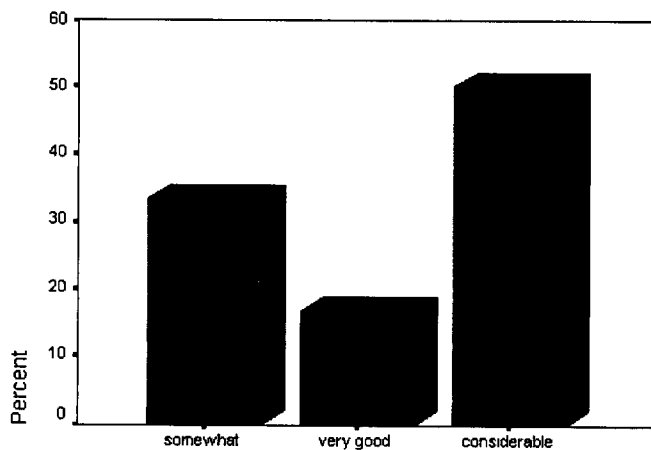
Figure 10. Amount of contact between mentee and mentor as noted on the end of program survey.

When asked about the types of activities experienced between mentor and mentee, 83.3 percent (five out of six teachers) had observed their mentor teaching and 50 percent (three out of six teachers) had their teaching observed by the mentor. The amount teachers who observed their mentor teaching a lesson increased from mid-year by 20.8 percent and the percent of teachers who were observed by their mentor stayed the same. Additional activities experienced in these relationships included reviewing day-to-day activities, discipline, general advice, grading policies, and teaching strategies.

Teachers were surveyed about their perceived benefit from the support they received from their respective supervisors and other members of the school community. The range of the supervisor benefit dropped from earlier in the year. On the mid-year survey only ratings of somewhat and considerable benefit were given and at the end of the program the results now included a slightly beneficial rating by one teacher. Figure 11 showed the distribution of perceived benefit. Almost 67 percent (four out of six teachers) felt the support was still of considerable benefit as compared to 89 percent (eight out of nine teachers) earlier in the year. When asked about support provided by other members of the school community, teachers responded in quite the same way they had earlier in the year. All respondents agreed that the support was of some degree of benefit to each of them. A considerable benefit was noted by 66.7 percent (four out of six teachers) and 16.7 percent (one out of six teachers) felt the support was at a very good level and the same percentage felt the support was somewhat beneficial.
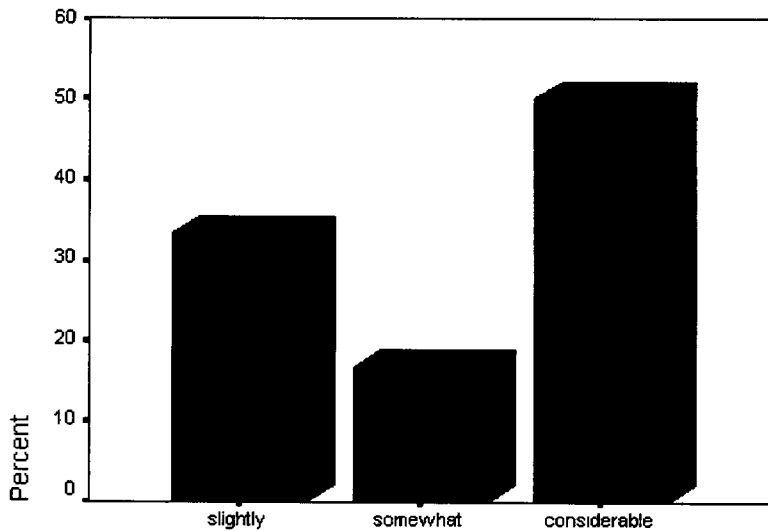
Figure 11. Teachers' perceived benefit of support received by their supervisor as determined on the end of year survey.

A qualitative question on the survey asked for additional comments about the orientation and support provided during the 2003-2004 school year. One teacher responded simply that, "Any help was greatly appreciated". Another stated that, "Everyone I have come in contact with has been very helpful". A final teacher felt, "New teacher support from Oakcrest teachers and administration has been top-notch, concerned, and approachable".

What was the success of the mentoring portion of the induction program as shown by the results of the novice teacher survey?

The mentoring program was evaluated at the end of the program year using a survey that was part of the district mentoring plan. Overall, the mentoring program showed success and benefited the novice teacher. As shown in Figure 12, 87.5 percent (seven out of eight teachers) felt the mentoring program had been of a benefit to them and provided orientation and knowledge/skills beyond the pre-teaching preparation. Only 12.5 percent (one out of eight teachers) felt the mentoring plan was of little benefit.
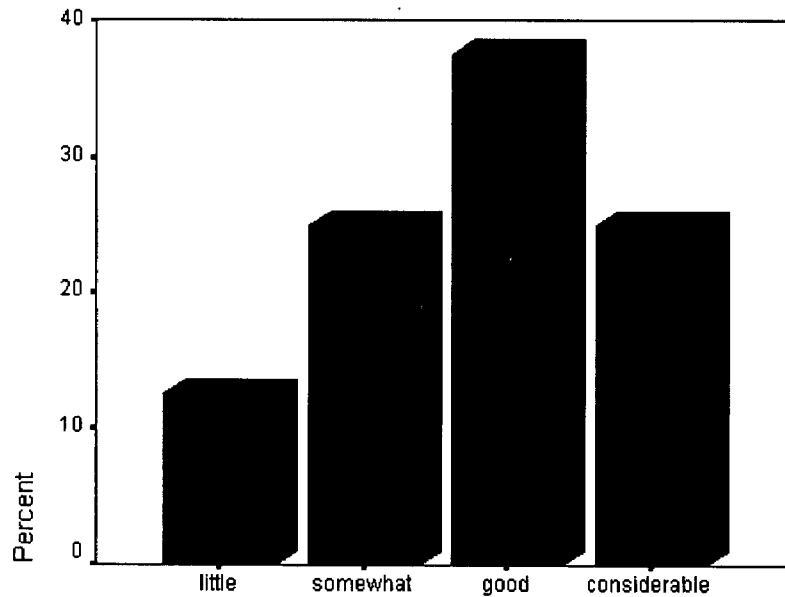
Figure 12. Degrees of benefit mentoring program was to novice teacher.

When asked if they believed that a careful and successful match was made with a supportive mentor, most teachers felt that was the case. Twenty-five percent (two out of eight teachers) felt little effort was shown. Another 25 percent felt a good match was made and the remaining 50 percent (four out of eight teachers) felt considerable effort was provided to ensure a successful match.

Teachers were asked if they felt the mentor meet their needs in the areas of school orientation, knowledge, strategies, and skills and if the program provided professional growth opportunities. The majority of teachers felt their needs were fulfilled. Seventy-five percent (six out of eight teachers) felt their mentor had meet their needs at a very good or considerable level. The remaining 25 percent (two out of eight teachers) felt their needs had only been slightly meet by the mentor. All respondents agreed that they had been provided with professional growth opportunities. Twenty-five percent (2 out of eight teachers) felt they were somewhat provided with these opportunities. Thirty-five

and one half percent (three out of eight teachers) responded at the good level and an equal percent felt they had been considerably provided with professional growth opportunities.

The survey asked teachers to rate the district's provisions for ongoing staff development opportunities for the novice teacher. Results obtained show a broad range of opinion and were shown in Figure 13. Seventy-five percent (six out of eight teachers) rated the provisions at an adequate level or above. The remaining 25 percent (two out of eight teachers) felt the district only provided some provisions for staff development opportunities. Finally, the survey solicited additional comments regarding expectations of the mentoring program. Only one teacher responded by expressing disappointment in the fact that the mentor never discussed the PIP or standards.
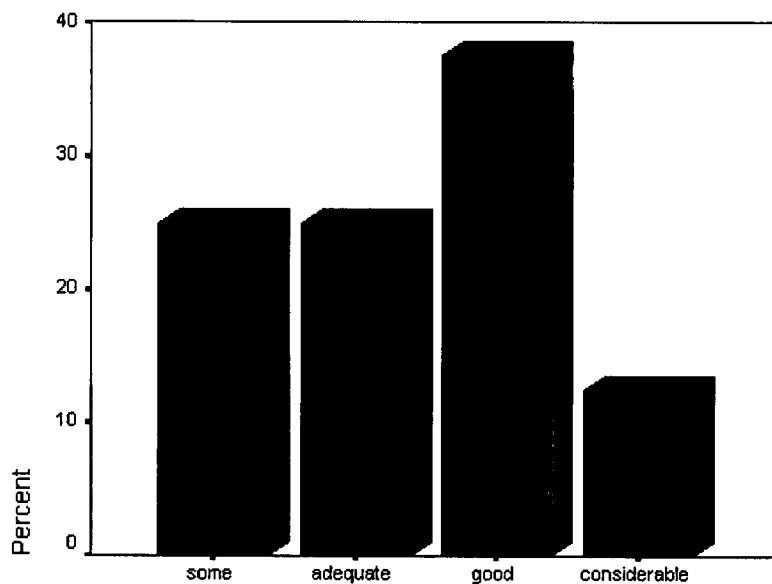
Figure 13. Ratings of district's provisions for ongoing staff development opportunities for the novice teacher.

What was the mentor's perception of the mentoring program as shown by the results of the mentor teacher survey?

Qualitative survey results were obtained by using a district survey provided as part of the mentoring plan. The intent was to gain knowledge from mentors that would

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better the mentoring program and better meet the needs of novice teachers. When asked about the expectations of the mentor teacher program, teachers answered one of two ways. They either were not aware of a formal mentoring program or wanted to have been a resource to the novice teacher and help them become adjusted and comfortable.

A theme appeared when mentors were asked about being provided with adequate training. All comments noted that there was no training provided or that they were not aware of any. One teacher mentioned that his experience as a mentee had provided information about what worked or what did not and he utilized that. There was a session held during the summer 2003 district workshop series for mentors. The session was held at another school in the district and none of the Oakcrest teachers responding to the survey mentioned even an awareness of this opportunity.

Mentors provided feedback about what was positive with the mentoring process and what needed improvement. Due to the lack of training provided, the need for additional training emerged as a common theme among respondents. One teacher suggested things such as, "Guidance for mentors on what needed to be shown to the teacher and some form of support". Positive comments were also obtained. One teacher stated, "I enjoyed helping out the novice teacher and getting them on track". Another teacher commented that, "Location and proximity assists with informal contact". When asked if the mentoring program had overlooked any other important areas, the only re-emerging comment was training for the mentor. Finally, all teachers surveyed were asked if they would become a mentor again, all mentors responded, yes. This showed that each of them, even without the formal training, felt the process was a positive one.

Conclusion

The purpose of this study was to create an induction program for new teachers that would include a mentoring program as well as training sessions on a variety of topics in order to find what new teachers at Oakcrest High School needed to be successful during their first year. The chapter presented findings of the program and feedback from its participants. The information presented in this chapter was used to conclude what worked or what did not work and what was most useful or what was least useful. Most importantly, these findings were used to gain knowledge that would be applied to decide what type of program should be implemented in the future. These conclusions were discussed in chapter five of this study.

Chapter 5

Conclusions, Implications, and Further Study

Introduction

The purpose of this study was to create an induction program for new teachers

that would provide a supportive network through mentoring, orientation, and training.

"The first year of teaching was critical for success and long-term retention in the

profession. No matter how effective teacher education and student teaching had been, the

new teacher could feel isolated and unequipped to handle the many issues that arise"

(Monsour, 2003, p. 134). The infusion of this induction program meant making sure

teachers did not feel isolated or unequipped and meant providing new teachers with the

guidance and skills they needed to be successful teachers at Oakcrest High School.

Throughout the implementation of this induction program, data was collected from

novice teachers and mentors in order to evaluate the success of the program. The findings

had previously been discussed and the conclusions and implications for further study

were discussed in this chapter.

How should mentors be assigned?

The district mentoring plan made provisions for mentors to be assigned to each

novice teacher. Assuming that all supervisors followed this district procedure, it was

successful. All mentees noted that their mentor was of some benefit with the majority

stating the relationship as being of considerable benefit. This could have been attributed

to the selection process of the mentors. The only suggestion for future mentor/mentee

pairing would have been to consider the courses each novice teacher would have been

teaching. It may have been best to at least consider a veteran teacher who teaches the same courses. In some cases, this may not have been the best person for the job. When that situation arises, administration may have wanted to consider a main formal mentor for procedures and pedagogical support and a secondary mentor for specific course curriculum and sequencing. Overall, the selection process of mentors could have been viewed as successful.

How and when should the training portion of the induction program be set up?

The induction program offered training and support sessions once per month throughout the course of the year. This allowed time in between and kept teachers from being burdened and overwhelmed with the commitment to attend. The activity period time frame was the perfect opportunity to hold mandatory training and support sessions. The only problem faced was when teachers needed to utilize that same time for helping students after school. This was only a small problem, as long as teachers were aware of the meetings ahead of time and they could therefore notify students of their absence on that day and schedule an alternate time to meet. It was important for novice teachers and their supervisors to be made aware of meeting dates as soon as possible so that scheduling conflicts could have been avoided. The when portion of this question would need to be addressed in the future due to changes in union contracts. The activity period would no longer be in effect and this would prompt an area of future study.

What types of training sessions should be provided to new teachers?

Many training sessions were offered to novice teachers throughout the course of this induction year. One important element that took place was the district summer program that launched the yearlong induction program at Oakcrest. A suggestion for the

future would have been to continue this workshop series and incorporate it directly with the induction program. There should have been no overlaps in topics covered and the training and orientation teachers would need for their first day of school should have been addressed during these summer sessions. This time should have been used primarily to make teachers feel welcomed and prepared for the first days of school.

The building orientation held in August was a success. Overall, teachers felt it benefited them and they gained valuable knowledge about school procedures and climate. They also received additional training on technology they needed to perform everyday administrative tasks. A suggestion for the future would be to hold this orientation prior to the district summer sessions. This would allow ample time for important concepts to sink in and may also lead to a sense of community among school members before they were placed in a workshop with double the amount of people. They would gain knowledge that would have been specific to their job as well as create contacts they may then have utilized as the school year approaches.

A September induction program workshop was a tricky entity due to the overwhelming feeling of the start of the school year. It was a time when many after school meeting were called by a variety of school personnel. It was a good idea to hold a basic roundtable discussion during this time but it was also difficult for teachers to commit to such a forum. One possibility may have been to coordinate this session with other members of the school community, i.e. guidance, administration, supervisors, and the child study team. This may have pushed this session later in the month of September at which time the calendar was typically clearer for all parties and may have even been a

time when novice teachers had enough experience so that they may then have asked more specific questions.

October was a month perfect for professional growth opportunities. Teachers were settling into their jobs and were starting to feel a little less overwhelmed. The bus tour did benefit all novice teachers with the exception of those who were already very familiar with the geography and socioeconomic factors of the district. A suggestion for the future may have been to make this opportunity optional for those teachers who have had a history with the district. This would have been a difficult task to accomplish because it was hard to say who had to go and who did not. It might have been easier to have all teachers attend and explain that this activity was not only to familiarize everyone with the district but also to create a sense of collegial synergy and community among novice teachers. The other October session regarding the do's and don'ts of parent conferences was neither a success nor much of a benefit to the new teachers. This could have been attributed to the problem that occurred with the presenter. The presenter never showed up for the session, she did later apologize profusely. The induction program coordinator was then forced to present information about parent conferences without preparations or expertise in the subject. No further measures could have been taken to ensure that the presenter arrived as promised. It was difficult to measure the implications of this activity for the future because what was planned did not actually materialize. A suggestion would be to have this activity organized again and evaluated accordingly.

The findings of the library orientation held in November showed varied results. Considering that most people found it only somewhat beneficial, this might have been a session that could have been offered at another time during the year. Priorities needed to

be put in order, with the most beneficial subjects appearing on the schedule early in the year. There were other sessions, such as technology training, provided later in the year that may have been better suited during this time frame.

December's session on IEPs was not of a high level of benefit to induction program participants. This workshop was very similar to that of the one offered during the district summer program. The teachers attending both sessions, felt the second one was redundant and not of much benefit to them. Special education was a reality spreading into the classrooms of every regular education student. This was a topic that needed to be addressed in the future. The way in which it was presented should have been changed however. Perhaps bringing in teachers who have successfully accomplished managing multiple IEPs in one classroom could have been used as resources. This session should have been considered a follow-up session, and therefore should have been more of a roundtable discussion with ideas presented from actual practitioners.

January's technology training was offered due to the expressed desire from program participants. Teachers felt a need to continue their mastery of grading and student tracking software programs. As mentioned earlier, a suggestion for the future would be to offer this training earlier in the year. The program coordinator did not foresee this desire for additional training. Training on this software was first offered in the district summer program and again at orientation in August. This might have suggested that teachers may do better with just an orientation and exposure to the training in August and then a follow-up session early in the year to allow teachers to use actual student information to learn the software.

In February, the session time was dedicated to new teachers attending school-wide testing meetings. Although this topic was important, it might have been of more benefit to teachers to add an additional session during this month. Full communication and coordination between the program coordinator and the guidance department was needed for this to occur. This was a difficult task this year due to the fact that the guidance supervisor was new to the position and learning as time went along. Participants were not given ample notice of meetings and therefore created a scheduling conflict. In the future, it was suggested that a roundtable discussion be implemented during this month to allow new teachers bonding time during which they could learn from one another's trials and tribulations throughout the school year.

Finally, in March the session on sifting through the paperwork was presented. Teachers rated this workshop primarily as being of somewhat of a benefit. Due to comments made by participants, it was suggested that this workshop should have been given earlier in the year. It may also have been suggested that it was given in a different format. This information contained in this handbook (see appendix G) should have been readily available to all new teachers at the start of the school year. By this point in the year, many teachers have had to figure out what to do on their own. It would have been a good idea to have this handbook in an on-line version easily accessible to all teachers on their desktop computer. It had been suggested to school administration, that each of the forms takes an electronic form to eliminate the use of paper school wide. Perhaps, streaming video technology could be used to instruct teachers on each individual task mentioned in the guide to paperwork handbook.

There were so many topics that needed to be covered over the course of one year. It many even have been suggested that this induction program continued over a two-year period of time. Containing a second year, that grew and developed in conjunction with the first. It was important to know your audience to tailor activities and professional growth opportunities accordingly. Use the knowledge of what had worked and not worked with past participants and apply that information to benefit each new group of participants. You needed to take into account the needs of building administrators and novice teachers alike. Offer sessions that would enlighten teachers, make their jobs easier, and make them feel supported and welcomed into the school community. What was the progress of the induction program mid-year as shown by the results of surveys given to the new teachers?

The overall success of the induction program was measured by the benefit each new teacher felt they received as a result of participating in the program. At the mid-year point of the program, based on the findings of this study, the program was measured to have been successful. Suggestions for improvement and training sessions were taken into account in order to increase the effectiveness of the induction program.

The goal of the program was to create a support network for novice teachers through training, mentoring, and orientation to the first year of teaching at Oakcrest. Based upon the study's findings, the majority of teachers felt a substantial amount of support from their mentor, supervisor, and other members of the school community. Teachers felt the contact they had specifically with their mentors showed considerable benefit to them. This study created an atmosphere where novice teachers felt welcomed

and encouraged as well as provided them the guidance and training they needed to be successful teachers.

What was the success of the new teacher induction program as shown by the results of surveys given to the new teachers at the end of the program?

The overall effort of mentors, supervisors, and other members of the school community allowed teachers to feel supported and successful during their first year at Oakcrest High School. At the conclusion of the yearlong program, the study's findings showed the majority of its participants felt some benefit to the induction program. The results had decreased slightly from mid-year but the mentor contact and support from other people had continued throughout the year. This decrease may have been attributed to the decrease in mentee need perceived by mentors and others as the school year proceeded. It may have looked as though the novice teacher was now established and therefore needed less attention. Another alternative was that mentees may have looked for more authentic contact from veteran staff earlier in the year and therefore valued it with more benefit because they were looking directly for it. In the future, it was suggested that the idea of continued support throughout the year be emphasized to all members of the school community, including mentors and supervisors.

What was the success of the mentoring portion of the induction program as shown by the results of the novice teacher survey?

Overall, the mentoring portion of the induction program showed success. All but one novice teacher felt the mentor contact was beneficial to them. Mentees felt the school administration had taken care and successfully matched them with a mentor and the majority of participants felt their mentor meet their needs in the areas of school

orientation, knowledge, strategies, and skills. While all novice teachers agreed that the program provided them with professional growth opportunities, some of the same teachers felt the district's provisions for ongoing staff development opportunities for the novice teacher were less than adequate. This was viewed as an indicator that novice teachers would like to engage in the types of professional development activities that would continue to allow them to build their skills over a longer period of time. The future implications and possibilities of this were endless. The GEHRHSD should have expanded the induction program to allow for ongoing staff development. This could also have been incorporated into the school's professional development offerings on days dedicated for district in-service.

<u>What was the mentor's perception of the mentoring program as shown by the results of the mentor teacher survey?</u>

The main conclusion that was gathered from the findings of this survey was that a formal mentor training program should be established at Oakcrest High School. Although mentors felt the relationship with their mentee was a positive one, they also felt it lacked focus. A suggestion for the future would be to include mandatory mentor training during the summer prior to starting to serve as a mentor. This would also present the opportunity for mentors to meet mentees and begin a new comfortable relationship. Mentors should have been given a checklist of topics that should have been covered with the mentee by certain points in the year. Mentors should not have to deduce what topics should have been covered based solely on their own experiences as a teacher or former mentee. A mandatory minimum set of objectives and topics to be covered would have created consistency among all novice teachers and would also make certain topics more

approachable. For example, if a mentor had to observe a mentee and vice versa, this would make it more comfortable for both parties, as opposed to the mentor suggesting it to the mentee and the mentee feeling threatened and vulnerable. Mentor training should be a focus of study in the future.

<u>Implications of Study on Leadership Skills</u>

The creation and implementation of this induction program at Oakcrest High School allowed growth and expansion of leadership skills in many different ways. After creating and running this induction program, the program coordinator was left with a feeling of fearlessness and courage to do the same with another idea or program of any magnitude in the future. Having had to set up a yearlong schedule and ensure that all involved parties were informed of their desired participation and support provided basic management skills. It specifically expanded organizational and time management skills, which could be applied to any situation. Although building administration supported the induction program, no funds were allotted for its implementation. This fact required the use of resources wisely and creatively. It forced the program coordinator to look outside of the box and provided the opportunity to gain a leadership skill that could be applied to any administrative task in the future.

One of the most important skills perfected as a result of this study was the one of communication. The organization of this induction program allowed communication regularly with teachers, supervisors, administrators, and various members of the school and district community. These interactions revealed many opportunities for professional growth and the contacts made will be useful throughout a future administrative career. It was important to keep anyone with an interest informed and familiar with what had or

would occur. So often, teachers worked in isolation from one another. Opening the doors of communication by having created a forum for discussion made people feel empowered and encouraged. This skill could have helped any leader break down barriers and open the lines of communication.

Finally, this study provided the ability to expand analytical skills through the review of the study's data findings and the analysis of its implications. It was important for a leader have reviewed and seen the overall impact on his or her school community at large. This assessment could help a leader to make more educated decisions for future change. It also forced one to look at the reasons for making choices in an effort to benefit the organization at large.

The implementation of this induction program had allowed the expansion of aforementioned leadership skills, which directly correlated to those found in the Interstate School Leaders Licensure Consortium (ISLLC) standards. First, this program focused on professional growth opportunities for teachers. The Council of Chief State School Officers (1996) noted this in ISLLC standard two, which stated, "A school administrator was an educational leader who promoted the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth". Second, the induction program had a vision of learning for all new teachers so that they could be successful at meeting the needs of students. This met ISLLC standard one, which stated, "A school administrator was an educational leader who promoted the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that was shared and supported by the school community". Finally, the induction program

allowed correlation to issues such as school facilities and use of space as well as allow teachers to gain knowledge about technology and school procedures. These skills could be found in ISLLC standard three, which stated, "A school administrator was an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment".

Implications of Study on Organizational Change

It was important to realize that the infusion of a formal induction program was an important change for Oakcrest High School. It made a contribution to the school community and the personal interests of new teachers through its formation of a support network and training. It helped to increase the chance of retaining new teachers by preventing them from feeling isolated and under skilled. Retention of teachers had been a concern at Oakcrest over the past several years. This rate may have been escalated due to its location, between the Jersey shore, including Atlantic City, and the suburbs of Philadelphia, which had made it an interim place for many. This transience not only applied to students, but also to teachers. The goal of this induction program was to make a change in an attempt to decrease the numbers of teachers leaving Oakcrest High School. Hopefully, with additional support and training having been provided to novice teachers, these new members of the school community would have found a place they could feel comfortable and supported and most importantly call home.

Further Study

This study did meet its purpose by having provided an induction program for new teachers. This program created a support network through the use of mentors and various

members of the school community. It also provided training on pertinent issues such as technology and knowledge of practices and policies at Oakcrest High School. Although it had met its purpose, it was important to look at what areas could be expanded and addressed in future study. First, the change in school day schedule over the next three years needed to be addressed. The induction program was primarily run during an after school period called the activity period. Due to new union contract negotiations, this time period would be eliminated from the school day and teachers would be allowed to leave immediately following student dismissal. This presented a problem for the new teacher induction program to continue on a mandatory level. An idea for future study would be to explore the new school day schedule and find a time that would be conducive to running this program without making it optional. Making the induction program optional would decrease attendance and therefore the program's effectiveness.

Another area of future study would be to follow this year's participants over the course of the next few years. It would have been ideal to see the impact this induction program had on their future success and retention in the teaching profession. Were supervisors happier with the performance of these teachers and was there a sense of community among members of this induction program cohort? It would also be interesting to find out if the teachers who had positive relationships with their mentors as a novice teacher were more apt to becoming a mentor themselves.

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Appendix A

Research Instruments

NEW TEACHER INDUCTION PROGRAM SURVEY

MID-YEAR EVALUATION

1. How many years of experience as a classroom teacher did you bring with you to

   Oakcrest High School? Do not include substitute or student teaching. (Circle one)

1	2	3	4	5
Zero	1-6 months	7-12 months	13-24 months	More than 24 months

2. Has the new teacher induction program benefited you with an orientation to

   Oakcrest High School? (Circle one)

1	2	3	4	5
little		somewhat		considerable

3. Please rate the following induction program activities you attended thus far this

   year, by describing how beneficial they were to you as a new teacher in the

   district: (Circle one answer for each)

   a. Summer sessions offered by the district

1	2	3	4	5
little		somewhat		considerable

   b. Orientation in August

1	2	3	4	5
little		somewhat		considerable

   c. Bus tour of the district

1	2	3	4	5
little		somewhat		considerable

   d. Parent Conference/Back-to-School Night Preparations

1	2	3	4	5
little		somewhat		considerable

   e. Library/Media Center Orientation

1	2	3	4	5
little		somewhat		considerable

4. What type of professional development activities would you suggest to offer in future years?

5. What type of activities do you think should be avoided in the future?

6. Have you been assigned a mentor? (Circle one)   Yes   No

7. How much contact have you had with your mentor this marking period?

       1   2   3   4   5
    little   somewhat   considerable

8. How beneficial has your mentor contact been towards your needs?

       1   2   3   4   5
    little   somewhat   considerable

9. What types of activities have you experienced with your mentor? (i.e. discipline, grading, peer observations, etc.)

10. Have you observed your mentor teaching? (Circle one)   Yes   No

11. Has you mentor observed you teaching? (Circle one)   Yes   No

12. Please comment on your experiences or feelings about peer classroom observations.

13. How would you describe the benefit of the support you have received by the

following school staff? (Circle one answer for each)

    a. Mentor

        1   2   3   4   5
        little   somewhat   considerable

    b. Supervisor

        1   2   3   4   5
        little   somewhat   considerable

    c. Other members of the school community

        1   2   3   4   5
        little   somewhat   considerable

14. Please comment additionally on the orientation and support you have been

provided thus far this school year.

15. Is there anything the new teacher induction and mentoring programs could offer

you or other teachers to help you become a more successful teacher?

16. Any additional comments

17. How many years of experience as a classroom teacher did you bring with you to

Oakcrest High School? Do not include substitute or student teaching. (Circle one)

1	2	3	4	5
Zero	1-6 months	7-12 months	13-24 months	More than 24 months

18. Has the new teacher induction program benefited you with an orientation to

Oakcrest High School? (Circle one)

1	2	3	4	5
little		somewhat		considerable

19. Please rate the following induction program activities you attended thus far this

year, by describing how beneficial they were to you as a new teacher in the

district: (Circle one answer for each)

    a. Understanding IEPs and 504s

1	2	3	4	5
little		somewhat		considerable

    b. Integrade and ClassXP Training

1	2	3	4	5
little		somewhat		considerable

    c. Sifting Through the Paperwork

1	2	3	4	5
little		somewhat		considerable

20. What type of professional development activities would you suggest to offer in

future years?

21. What type of activities do you think should be avoided in the future?

22. Have you been assigned a mentor? (Circle one)   Yes   No

23. How much contact have you had with your mentor this marking period?

1	2	3	4	5
little		somewhat		considerable

24. How beneficial has your mentor contact been towards your needs?

1	2	3	4	5
little		somewhat		considerable

25. What types of activities have you experienced with your mentor? (i.e. discipline, grading, peer observations, etc.)

26. Have you observed your mentor teaching? (Circle one)   Yes   No

27. Has you mentor observed you teaching? (Circle one)   Yes   No

28. Please comment on your experiences or feelings about peer classroom observations.

29. How would you describe the benefit of the support you have received by the following school staff? (Circle one answer for each)

    a. Mentor

1	2	3	4	5
little		somewhat		considerable

    b. Supervisor

1	2	3	4	5
little		somewhat		considerable

c. Other members of the school community

1	2	3	4	5
little		somewhat		considerable

30. Please comment additionally on the orientation and support you have been

provided thus far this school year.

31. Is there anything the new teacher induction and mentoring programs could offer

you or other teachers to help you become a more successful teacher?

32. Any additional comments

TEACHER MENTORING PLAN

NOVICE TEACHER SURVEY

1. Has the Mentoring Plan benefited you with orientation and knowledge/skills beyond your pre-teaching preparation? (Circle one)

1	2	3	4	5
little		somewhat		considerable

2. Do you believe you were carefully and successfully matched with a supportive mentor?

1	2	3	4	5
little		somewhat		considerable

3. Evaluate your mentor's ability to meet your needs in the areas of school orientation, knowledge, strategies and skills.

1	2	3	4	5
little		somewhat		considerable

4. Has the mentor program given you opportunities to grow as a professional?

1	2	3	4	5
little		somewhat		considerable

5. Rate your district's provisions for on going staff development opportunities for a novice teacher.

1	2	3	4	5
little		somewhat		considerable

6. Please submit any additional comments regarding your expectations of the mentoring program, components that have been most helpful to you, any specific concerns that were or were not overcome with the help of your mentor, or any other important area that may have been overlooked by the mentoring program.

TEACHER MENTOIRNG PLAN

MENTOR TEACHER SURVEY

The intent of this survey is to help those in charge of your district's mentoring program better meet the needs of novice teachers and their mentors. Sharing your insights will help others learn from your experiences in the mentoring program.

1. What were your expectations of the Mentor Teacher Program?

2. Did the program provide you adequate training to be a mentor?

3. What component of the mentoring process has been most positive? What component needs improvement?

4. Do you feel the mentoring program has overlooked any other important area?

5. Would you consider becoming a mentor again?

6. Additional comments.

Appendix B

GEHRHSD Mentoring Plan

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GREATER
EGG HARBOR
REGIONAL
HIGH SCHOOL
DISTRICT

MENTORING
PLAN
2002-2003

GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT PLAN FOR MENTORING

Contents:

- *Prepared by a Joint Committee of Oakcrest and Absegami Teachers and Administrators including Principals Michael Carr and Steven Ciccariello, Supervisors Donna Anderson and Dave Furgione, and Teachers Steven Fortis and Maryanne Simpson.*

I. District Goals:

A. To enhance teacher knowledge of and strategies related to the Core Curriculum Content Standards in order to facilitate student achievement.
B. To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
C. To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.

II. Mentor Selection and Implementation of Mentor Program:

A. Mentor teacher applications accepted yearly each spring – see pages 7-9 and 14-15 of this booklet.

B. Considerations prior to application:

1. Qualities of effective mentors: The qualities of effective mentors – as identified by participants 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.

Qualities of Effective Mentors

Attitude and Character:	Communications Skills:
Willing to be a role model for other teachers	Is able to articulate effective instructional strategies
Exhibits strong commitment to the teacher profession	Listens attentively
Believes mentoring improves instructional practice	Asks questions that prompt reflection and understanding
Willing to advocate on behalf of colleagues	Offers critiques in positive and productive ways
Willing to receive training to improve mentoring skills	Uses e-mail effectively
Demonstrates a commitment to lifelong learning	Is efficient with the use of time
Is reflective and able to learn from mistakes	Conveys enthusiasm, passion for teaching
Is eager to share information and ideas with colleagues	Is discreet and maintains confidentiality
Is resilient, flexible, persistent, and open minded	Professional Competence and Experience:
Exhibits good humor and resourcefulness	Is regarded by colleagues as an outstanding teacher
Enjoys new challenges and solving problems	Has excellent knowledge of pedagogy and subject matter
Interpersonal Skills:	Has confidence in his/her own instructional skills
Is able to maintain a trusting professional relationship	Feels comfortable being observed by other teachers
Knows how to express care for a novice's emotional and professional needs	Maintains a network of professional contacts
Is attentive to sensitive political issues	Understands the policies and procedures of the school, district, and teachers' association
Works will with individuals from different cultures	Is a meticulous observer of classroom practice
Is approachable; easily establishes rapport with others	Collaborates well with other teachers and administrators
Is patient	Is willing to learn new teaching strategies from novices

2. **Self-Survey: Should I become a mentor?** *The best mentors model professional growth and other specific characteristics that promote effective first year experiences for novice teachers. Teachers interested in mentoring should take the following self-survey to evaluate their potential and sense of purpose for mentoring. Applicants are expected to have a majority of X's to the left of neutral.*

Place an X in the column that represents the degree to which the statement characterizes the way you see yourself.

Question	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. I see myself as being people-oriented; I enjoy working with other professionals.					
2. I am a good listener and respect my colleagues.					
3. I am sensitive to the needs and feelings of others.					
4. I recognize when others need support or independence.					
5. I want to contribute to the professional development of others and share what I have learned.					
6. I find reward in service to someone who needs my assistance.					
7. I am able to support and help without smothering, parenting, or taking charge.					
8. I see myself as willing to adjust my schedule to meet the needs of others.					
9. I usually am patient and tolerant when teaching someone.					
10. I am confident and secure in my knowledge and try to remain up-to-date.					
11. I enjoy the subjects(s) I teach.					
12. I set high standards for my students and myself.					
13. I use a variety of teaching methods and my students do well.					
14. Others look to me for information about subject matter and methods of teaching.					
15. Overall, I see myself as a competent professional.					
16. I am able to offer assistance in areas that give others problems.					
17. I am able to explain things at various levels of complexity and detail.					
18. Others are interested in my professional ideas.					

3. **Eligibility Criteria for teachers applying to serve as mentors:**

    a. Tenured and 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.

    b. Committed to the goals of the mentor plan including respect for the confidential nature of the mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship.

    c. Command of content area knowledge and of pedagogy.

    d. Experienced and certified in the subject area in which the novice teacher is teaching when possible.

    e. Knowledgeable about the social/workplace norms of the district BOE and the community it serves.

    f. Knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.

    g. Able to provide three letters of recommendation from those who are familiar with the mentor teacher's work.

    h. Agrees to complete a comprehensive mentor-training program.

C. **Mentor Training Requirement – District workshop or out-of-district training opportunities provided by the Professional Development Committees.**

D. **Mentor Responsibilities**

    1. Lesson Planning
    2. Planning for a substitute teacher
    3. Large group instruction
    4. One-to-one instruction
    5. Behavior management
    6. Developing and administering informal classroom assessments
    7. Planning instructional units
    8. Planning and producing instructional materials
    9. Parent conferencing and communication
    10. Dealing with crisis in the classroom
    11. Establishing rapport with faculty and staff
    12. Understanding of teaching/learning styles
    13. Understanding of cultural or ethnic differences
    14. Ability to set appropriate levels of expectations for students
    15. Preparation for Back-to-School night
    16. Establishing contact with novice teacher prior to the beginning of the school year
    17. Complete a monthly checklist of responsibilities as provided for use by mentor teachers
    18. Complete an evaluation survey at the end of the year

E. **Logistics for Mentor Plan Implementation**

1. Matching novice teacher with mentor teacher
2. Release Time for Professional Development
3. Keep log of dates, time and topic
4. Requirement for Alternate Route Teachers includes daily contact for the first 20 days, then once every two weeks.

F. **What First Year Teachers Need To Know (reference material) – see pages 10 and 11**

G. **First Day of School Novice Teacher Checklist (reference material) – see page 12 and 13**

III. Use of State Funds

A. District "Verification of Program Participants" – provided to Department of Education for appropriation of State funds.

B. Budgeting of State funds for Implementation and the Provision of Stipends to Mentor Teachers.

1. State funds are based on the number of Novice Teachers employed in the district and will be distributed as stipends to Mentor Teachers at the end of the year.

IV. District Evaluation of Mentoring Program - consistent with N.J.A.C. 6:11-14.3 through 14.6.

A. Collection of data from Novice Teachers and Mentor Teachers by Department Supervisors to be submitted to each Building Principal by March 15, 2003. Data includes:
1. Novice Teacher Survey, p.14 – submitted to Supervisor
2. Mentor Teacher Survey, p.15 – submitted to Supervisor
3. Principal Survey, p.16 – submitted to the District Board of Education by March 25, 2003

B. Evaluation by the District Board of Education to be submitted to the State Department of Education by April 1, 2003 shall include:
1. Program impact on job satisfaction
2. Adequacy of time and training.
3. Recommended program changes and additions

Mentor Application and Assignment – 2002-2003

Part A – Greater Egg Harbor Regional High School District Mentor Teacher Application Form.

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 the Novice Teacher.

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

Name: _____

School: _____

Department: _____

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

2. How are you keeping current in curriculum areas?

Teacher's Signature: _____ Date: _____

Part B – 2002-2003 Principal's Mentor-Novice assignment – to be completed by the Principal

I have assigned _____

<div align="center">Mentor Teacher</div>

To _____

<div align="center">Novice Teacher</div>

Position _____a first year teacher for the 2002-2003 school year.

Principal's Signature: _____Date: _____

Mentoring Reference Form

I believe that

      Mentor Applicant: _____

      School: _____

      Department: _____

possesses the requisite skills, knowledge and attitude to effectively serve as a mentor teacher for a first-year teacher.

                Name: _____

                School: _____

REFERENCE MATERIALS FOR NOVICE TEACHERS

What First-Year Teachers Need To Know:

Lesson Planning:

-Lesson Plan Form
-Unit Planning
-Daily/weekly Planning
    -Learning activities
    -Creating Assessments and Related Rubrics
    -Homework
-Planning for Substitutes
-Emergency Plans

Instructional Strategies:

-Pair work
-Group work
-One-on-one Instruction
-Planning for students with Special Needs
-Teaching/Learning Patterns

Behavior Management:

-Keeping students on task
-Counseling students
-Parental Conferencing
-Cultural /Ethnic Differences

Collegial Rapport:

-Co-workers
-Supervisors/Administrators

Procedure, Procedures, Procedures:

-field trip planning
-professional absence
-personal absence
-student obligation
-work order
-discipline procedures
       -issuing detentions and referrals
-fire drills
-reporting your absence
-photocopying (where/when/paper supply)
-assigning textbooks
-cell phone use
- LEP (Limited English Proficient) students
-How to get into the building after school hours
-The who/when/where/how of ordering course related materials
-The who/when/where/how of obtaining general classroom supplies
-Leaving the building during the school day
-Sending students out of your classroom
-Where (not) to park... Unmarked/unofficial "reserved" spaces
-Planning for emergencies:
       -What to do/whom to contact in the following situations:
       -fighting
       -student becomes ill in your classroom
       -disruptive/argumentative student refuses to leave your room

Information Overload: Are you familiar with...

1 Curriculum guide for your content area
2. State Curriculum Standards for your content
3. Teacher handbook
4. Student Handbook
5. District Policy book
6. IEPs and 504 Plans
7. Forms: Where are they / to whom are they forwarded?
    field trips
    professional absences
    personal absences
    student obligations
    work orders
    detentions
    referrals

FIRST DAY OF SCHOOL NOVICE TEACHER CHECKLIST

___ Have an assignment for students on day 1

___ Check mailbox for
        a. Class Roster of Students
        b. Class assignments course levels (college prep, non-college prep, inclusion, etc.)
        c. Room locations (obtain a map of school if necessary)
        d. Opening day bell schedule (often differs from normal bell schedule)
        e. Duty assignment

___ Locate room assignments building layout

___ Obtain packet from VP's with referrals, passes, & other Front Office forms

___ Make copies of "classroom rules" for students on first day

___ Set up roll book for immediate attendance purposes

___ Make an alphabetical seating chart for day 1. (assists in learning students' names)

___ Obtain copies of textbooks & textbook cards. Check with Supervisor about availability (have an assignment from the text for day 1 & 2 as backup)

___ Obtain a copy of the Course of Study from Supervisor

___ Review NJ Core Curriculum Content Standards per your course

___ Make contact with Mentor teacher. Exchange phone # & class schedules.

___ Locate office supplies.

___ Obtain a bathroom key from Supervisor.

___ Prepare assignments for the next day(s) as quickly as possible. *Try to stay ahead!!!* (A goal should be to pace yourself 1 chapter ahead of the class)

___ Obtain phone # of Supervisor.

___ Review Procedure for Teacher Absences with Supervisor

___ Create Emergency Lesson Plans and place in a Substitute Folder with a copy of Class Roster.

___ Obtain a Staff Manual from Supervisor

Review the following as soon as possible:

In Section B

___ School Calendar
___ Marking Period & Progress Report Due Dates
___ Payroll Dates

In Section C

___ Job Description & Teaching Responsibilities
___ Duty Assignment Responsibilities

In Section D

___ The Grading System
___ Promotion, Retention Policy
___ Attendance Policy

In Section E

___ Teacher Absence Procedures

In Section F

___ Daily School Procedures
     homeroom, bell schedules, cutting class
     issuing hall passes, checking mailboxes

In Section G

___ Emergency Procedures:
     Fire, Disaster Drills, Bomb Threats, Building Evacuations
___ School Closings
___ Staff or Pupil Accidents

In Section H

___ Discipline Code (also see student handbook)

TEACHER MENTORING PLAN

NOVICE TEACHER SURVEY

1. Has the Mentoring Plan benefited you with orientation and knowledge/skills beyond your pre-teaching preparation? (Circle one)

1	2	3	4	5
little		somewhat		considerable

2. Do you believe you were carefully and successfully matched with a supportive mentor?

1	2	3	4	5
little		somewhat		considerable

3. Evaluate your mentor's ability to meet your needs in the areas of school orientation, knowledge, strategies and skills.

1	2	3	4	5
little		good		considerable

4. Has the mentor program given you opportunities to grow as a professional?

1	2	3	4	5
little		somewhat		considerable

5. Rate you district's provisions for on going staff development opportunities for novice teacher.

1	2	3	4	5
little		adequate		considerable

6. Please submit any additional comments regarding your expectations of the mentoring program, components that have been most helpful to you, any specific concerns that were or were not overcome with the help of your mentor, or any other important area that my have been overlooked by the mentoring program

TEACHER MENTORING PLAN

MENTOR TEACHER SURVEY

The intent of this survey is to help those in charge of your district's mentoring program better meet the needs of novice teachers and their mentors. Sharing your insights will help others learn from your experiences in the mentoring program.

1. What were your expectations of the Mentor Teacher Program?

2. Did the program provide you adequate training to be a mentor?

3. What component of the mentoring process has been most positive? What component needs improvement?

4. Do you feel the mentoring program has overlooked any other important area?

5. Would you consider becoming a mentor again?

6. Additional comments.

Appendix C

New Teacher Orientation Handouts
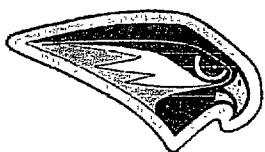
Oakcrest High School
Home of the Falcons

New Teacher Orientation

Thursday, August 28, 2003

Orientation Program

8:30 AM   **Welcome** – Held in the Library

8:45 AM   **Introductions**

9:00 AM   **Review of Policies, Practices and Procedures**
Mr. Willard Bryant, Vice Principal
Ms. Maria Caiafa, Vice Principal
Mr. John Ragan, Vice Principal

9:30 AM   **Tour of the Building**
Mr. Anthony Mongelluzzo, Principal

9:45 AM   **Guidance Services**
Mr. John Cocuzza, Supervisor of Guidance and Reading

10:00 AM   **School Security**
Officer Glenn Hausmann – SRO

10:15 AM   **Round Table Discussions**
Mrs. Jennifer Baldwin – Special Education Teacher
Mrs. Lea Fitzpatrick – Science Teacher

10:30 AM   **Technology – Library Computer Lab**
Sharon Newman – Data Processing

12:00 PM   **Administrative Team Sponsored Luncheon/
Get-Together in the Library**

1:00 PM   **Meetings with Your Supervisors**
- Curriculum
- Classrooms
- Schedule
- Procedures

3:00 PM   **End of Orientation**

Class + Pride + Dedication = Oakcrest High School

FIRST DAY OF SCHOOL NOVICE TEACHER CHECKLIST

___ Have an assignment for students on day 1

___ Check mailbox for
  a. Class Roster of Students
  b. Class assignments course levels (college prep, non-college prep, inclusion, etc.)
  c. Room locations (obtain a map of school if necessary)
  d. Opening day bell schedule (often differs from normal bell schedule)
  e. Duty assignment

___ Locate room assignments building layout

___ Obtain packet from VP's with referrals, passes, & other Front Office forms

___ Make copies of "classroom rules" for students on first day

___ Set up roll book for immediate attendance purposes

___ Make an alphabetical seating chart for day 1. (assists in learning students' names)

___ Obtain copies of textbooks & textbook cards. Check with Supervisor about availability (have an assignment from the text for day 1 & 2 as backup)

___ Obtain a copy of the Course of Study from Supervisor

___ Review NJ Core Curriculum Content Standards per your course

___ Make contact with Mentor teacher. Exchange phone # & class schedules.

___ Locate office supplies.

___ Obtain a bathroom key from Supervisor.

___ Prepare assignments for the next day(s) as quickly as possible. *Try to stay ahead!!!* (A goal should be to pace yourself 1 chapter ahead of the class)

___ Obtain phone # of Supervisor.

___ Review Procedure for Teacher Absences with Supervisor

New Staff Orientation Quiz-August 28th

1. What happens to a student when you find them with a cell phone?

2. Why is Homeroom scheduled for Period 3?

3. What is your role on the day of the September 19th Pep Rally?

4. How many days can you sign up for a computer lab?

5. What is the telephone number for the sub coordinator?

6. Is there a pool at Oakcrest?

7. If you are an advisor or a coach, how do you handle the stress of being two places at once during the Activity Period?

8. Who was the first principal of Oakcrest?

9. How do you spell the last name of the current principal?

10. What is the name of the Alternate Program?

11. Who is Oakcrest's biggest rival? (aka as the "sister" school)

12. What is the nickname of the School Resource Officer?

13. When is Back to School Night?

14. How do you get an LCD projector for your classroom?

15. Who has the keys to the elevator?

16. What happens when you lose your classroom key?

17. How many consecutive years can you have cafeteria duty?

18. When do you use Trouble Trakker?

19. What happens if a student gets a detention for not having a hall pass and it was your fault?

20. What is the date of your first paycheck?

Appendix D

A Guide To Parent Conference Workshop Handouts

BACK-TO-SCHOOL NIGHT SCHEDULE
OCTOBER 9, 2003

6:30-6:45 PM	Report to **Homeroom** – Falcon TV Presentation, Interim and Schedule Distribution
6:49-6:55 PM	Attend Period 1 Class
6:59-7:05 PM	Attend Period 2 Class
7:09-7:15 PM	Attend Period 3 Class
7:19-7:25 PM	Attend Period 4 Class
7:29-7:35 PM	Attend Period 5 Class
7:39-7:45 PM	Attend Period 6 Class
7:49-7:55 PM	Attend Period 7 Class
7:59-8:05 PM	Attend Period 8 Class
8:05-9 PM	Conference with teachers as needed (please limit individual conferences to 5 minutes)

Special Attractions:

- ➤ *Room 401*   -Distance Learning Lab Presentations
- ➤ *Room 218*   -Computer Technology Presentation
- ➤ *Main Lobby*   -Sign up for Principal's Advisory Committee or Project Graduation
- ➤ *Library*   -Babysitting compliments of National Honor Society
- ➤ *Cafeteria*   -Activity Fair

Memo

To: All Staff

From: Maria Caiafa

Subject: Back to School Night

Date: October 2, 2003

First Impressions

On Thursday, hundreds of family members will visit our *Home of the Falcons* to see what their students are experiencing in your classrooms. Our annual Back-to-School Night is Thursday at 6:30pm. This will be a marvelous opportunity for you to showcase all the wonderful things you're doing with the students. If parents walk away from your room feeling confident that their teens are in good hands, then your efforts have been successful and you deserve congratulations. Your school year is off to a good start. To help you have a successful evening, here are some do's and don'ts:

- **DO put out the welcome mat.** We will have student guides to assist families. Once the parents are in your rooms, compliment and thank them for attending because when their students know their parents are in school, they'll understand that their family is interested in education.

- **DO make a good first impression; you won't get a second chance.** Be confident; greet parents with a smile and hand shakes; be enthusiastic and positive about the year ahead. Parents don't want to hear that "the textbooks are so old that I never use them" or "I've always taught the other level and I don't want to teach this course." The parents are entrusting their most precious asset to you. They want to have confidence in you.

- **DO expect parents to be partners.** A great teacher and friend starts off at Back-to-School Night by saying: "I can't educate your children…(pause)…without you" –and then proceeds to explain how parents can help the students in the course.

- **DON'T be boring.** Keep presentations short and simple. Try having examples of the students' work. Have the room reflect the excitement you have for your course.

- **DO stick to the basics.** Focus on you curriculum, grading policy, homework procedures, etc. If parents want to discuss their student's progress, arrange a time for the conference, whether face-to-face or over the phone.

- **DON'T forget to highlight changes.** Parents should be the first to know anything new. Anticipate questions they may have about your curriculum, the NJ Core Content Curriculum Standards and the impact of the HSTA and the new graduation requirements on their students.

- **DO consider the parents as customers.** It is the professional way of dealing with people. Put a business twist on school. These are out customers and, as a service industry, we must focus on keeping our customers satisfied with our product. Be available for them. Let them know how and when they may contact you.

Back-to School Night is a time to meet parents and showcase our *PRIDE*. In addition to this, it's a fun evening—so have a great time!

BACK TO SCHOOL NIGHT – OCTOBER 9, 2003
TEACHERS' ROOM ASSIGNMENTS LIST

*ATT: USE THIS LIST TO DETERMINE TEACHER LOCATION FOR CONFERENCE AT 8:05 – 9:00 P.M

Name	Room	Name	Room	Name	Room
...sson, R. Mr.	113	Fellman-Knott, A. Mrs.	215	Muzslay, D. Mr.	321
Allen, S. Mrs.	102	Finn, C. Ms.	223	Nath, K. Mrs.	229
Allison, K. Mrs.	228	Fitzpatrick, L. Ms.	320	Newman, C. Ms.	227
Anderson, E. Mr.	Blue Gym	Foreman, S. Mrs.	205	Noel, E. Ms.	335
Baird, S. Mrs.	111	Forney, J. Mr.	216	Olivio, F. Mr.	213
Baldwin, J. Mrs.	117 A	Fortis, E. Mrs.	306	Paglacietti, T. Ms.	226
Barkalow, J. Mr.	Grey Gym	Fresne, J. Mrs.	319	Palermo, K. Ms.	313
Bass, C. Mr.	A18	Fulton-Mager, P. Ms.	Guidance	Perillo, M.E. Mrs.	Health Office
Benevento, N. Mrs.	323	Gatto, J. Mrs.	308	Petty, L. Mr.	Grey Gym
Boisvert, S. Mrs.	109	Gazo, J. Mr.	105	Plefka, F. Mr.	410
Bombara, P. Mrs.	101	Glenn, C. Mr.	205	Pohlig, R. Mr.	312
Bottinger, J. Mr.	201	Golden, B. Ms.	416	Ponzetti, A. Mr.	311
Bouchard, M. Mrs.	318	Green, R. Mr.	222	Powers, D. Mr.	215
Brown, J. ,Mr.	102	Haddock, J. Ms.	324	Pustizzi, D. Mr.	407
Brown , F. Mr.	Grey Gym	Hall, C. Mr.	232	Quinto-Green, L. Mrs.	212
Bryant, W. Mr.	Main Office	Hamilton, B. Mrs.	204	Ragan, J. Mr.	Main Office
Bucci, J. Mr.	112	Hartman, E. Mrs.	Blue Gym	Raph, F. Ms.	415
Bucci, K. Mrs.	103	Hasulak, C. Ms.	207	Raphael, D. Mr.	209
Burnell, P. Mrs.	304	Hearn, J. Mr.	414	Reina, J. Mr.	232
Caiafa, M. Ms.	Main Office	Hliva, E. Ms.	206	Risimini, B. Mrs.	Grey Gym
Capelli, J. Mr.	303	Horn, D. Mrs.	Guidance	Robbins, D. Mrs.	314
C... J. Mrs.	Library	Howell, B. Ms.	Blue Gym	Rodenheiser, A. Mrs.	216
Ca...asquillo, C. Mrs.	Guidance	Howey, R. Mr.	114	Rosen, D. Ms.	211
Cashioli, K. Ms.	403	James, G. Mr.	119A	Scelso, A. Ms.	202
Cervi, D. Mr.	306	Jungblut, D. Mr.	322	Scelso, S. Mr.	Science Office
Cirigliano, J. Mr.	309	Kane, S. Mrs.	305	Schaffer, S. Mr.	217
Clements, A. Mr.	115A	Kessler, D. Ms.	230	Scheaffer, P. Ms.	214
Cocuzza, J. Mr.	Guidance	Kopania, D. Mrs.	307	Schenker, G. Ms.	415
Cohen, S. Mr.	Grey Gym	Koury, D. Mr.	Guidance	Schmid, A. Mrs.	104
Colman, M. Mrs.	231	Kravitz, C. Mrs.	Guidance	Schreiber, N. Mr.	326
Corry, S. Mrs.	417	Lee, D. Mrs.	115	Schug, A. Ms.	215
Costal, J. Mr.	226	Leeds, M. Mrs.	107	Seaman, J. Mr	333
Costello, K. Mr.	200	Lewis, D. Mr.	222	Shiner, D. Mr.	310
Craig, J. Mrs.	316	Lockwood III C. Mr.	302	Simpson, M. Ms.	225
Culleny, S. Mrs.	321	Lockwood, C. Mr.	108	Smith, C. Mrs.	327
Daily, P. Ms.	227	Londono, P. Mrs.	318	Sopuch, C. Mr.	311
Daley, P. Ms.	222	Lynch, P. Mr.	222	Souza, F. Mr.	325
Daube, K. Ms.	231	Marth-Brown, D. Mrs.	119	Strahlendorf, C. Mrs.	117
DeRichie, K. Ms.	316	Martino, E. Mr.	315	Tobias, D. Mr.	B-04
DeWitt, C. Ms.	Blue Gym	Matlack, H. Mr	331	Tomasello, N. Mr.	413
DiDiccio, Al Mr.	222	Mattern, B.A. Mrs.	330	Torres, M. Mrs.	Guidance
DiDonato, D. Mr.	100	Mayer, V. Mrs.	110A	Tracey, M. Mrs.	222
DiPatri, T. Mr.	229	McCarraher, R. Mr.	327	Tunney, K. Mrs.	403
D...-Salcedo, Mrs.	Guidance	McConaughy, T. Mr.	335	Weisback, P. Mr.	228
Erney, J. Mr.	206	McCole, J. Mr.	110	Werner, D. Mr.	408
Everette. L. Mrs.	301	McGhee, M. Mr.	121	Wiesner, K. Mr.	203
Falciano, D. Mr.	406	Mongelluzzo, T. Mr.	Princ.Office	Wilbraham, J. Mrs.	Guidance
Farnsworth, H. Ms.	105	Monroe, C. Mr.	401	Young, C. Mrs.	Health Office

se this list to determine the room number to report to at 6:30 for schedule and interim pick up

HOMEROOM DISTRIBUTION LIST
2003 - 2004

FRESHMEN

100	DiDonato (Adams, C. – Cantell, A.)
102	Allen (Bembry, A. – Capone, M.)
104	Schmid (Carber, C. – Croll, A.)
105	Farnsworth (Cross, K. – Dodimead, K.)
107	Leeds (Dorman, K. – Fleming, J.)
109	Boisvert (Forslund, J. – Graumann, J.)
111	Baird (Griffin, J. – Hartley, S.)
113	Adkisson (Hartline, R. – Keating, C.)
200	Costello (Keating, R. – Levari, L.)
201	Bottinger (Lewis, R. – Mason, R.)
202	A. Scelso (Masterson, C. – Monroe, H.)
200	Wiesner (Montoya, M. – Padilla, M.)
204	B. Hamilton (Palermo, D.– Reeves, G.)
205	Daily/Hall (Reichert, C. – Savona, K.)
206	Erney (Scheaffer, S. – Stevens, A.)
207	Hasulak/Powers (Stewart, B. – Turygan, R.)
209	Raphael (VanDerPoel, A. – Yousaf, H.)

SOPHOMORES

213	Olivo (Aaron, G. – Bravoco, C.)
214	Scheaffer (Brennan, D. – Carr, C.)
215	Palmer (Cavileer, J. – Crowe, T.)
216	Forney/Rodenheiser (D'Ottavio,G– Dirkes,C)
217	Schaffer (Doherty, S. – Fitzgerald, E.)
223	Finn (Fleming, W. – Gresham, M.)
225	Simpson/Daube (Grimes, G. – Hayes, F.)
226	Paglaiccetti (Heffley, B. – Johnson, M.)
227	C. Newman (Johnson, R. – Khattiyavong, S.)
228	Weisback/Allison (Kind, R. – Lin, H.)
229	DiPatri (Lindquist, S. – McCrary, M.)
230	Kessler (McDaniel, S. - Pellegrino, M.)
231	Nath (Muhammad, B. - Parmenter, A.)
232	Reina (Pereira, Y. – Ramirez, D.)
319	Fresne (Randall, S. – Roman, S.)
320	Fitzpatrick (Rosenberg, T. – Selvaggio, C.)
321	Culleny (Sereci, L. – Taylor, R.)
322	Jungblut (Thavisack, K. – Warren, M.)
211	Rosen (Washington, E. – Zappy, J.)

SPECIAL

311	Kopania - Honor Society (M-Z)
309	Schenker – Honor Society (A-L)
1	Mayer
114	Howey
115 A	Clements
117A	Baldwin
119A	Marth-Brown

JUNIORS

324	Haddock (Acord, A. – Belanger, B.)
325	Souza (Beltran, J. – Carter, P.)
327	Smith (Catrambone, K. – D'Augustine, M.)
330	Mattern (Daly, K. – Evans, C.)
406	Falciano (Evans, M. – Gregory, I.)
408	Werner (Guzman, J. – Huynh, J.)
410	Plefka (Ice, W. – Laster, E.)
412	Pustizzi (Lauer, J.–Mells, D.)
414	Hearn (Masterson, C. – Moore, V.)
323	Benevento (Morales, K. – Pestritto, T.)
416	Golden (Peterson, C. – Robbins, M.)
417	Corry (Robbins, S. - Showell, P.)
413	Tomasello (Shuler, D. – Torres, K.)
301	Everette (Townsend, B. – Watts, L.)
403	Cashioli (Short, C. – Yurgin, B.)

SENIORS

303	Capelli (Adams, K. – Braxton, M.)
304	Craig/Kane (Brevard, T. – Davis, K.)
305	Fortis (DeBow, K. - Francis, K.)
306	Cervi (Frey, A. – Hayes, K.)
310	Shiner (Henry, M. – LaPorte, A.)
312	Pohlig- (LaPorte, L. – Montalvo, I.)
313	Palermo (Montney, C. – Powell, K.)
314	Robbins (Powell, L. – Slemmer, A.)
315	Martino (Smith, N. – Vasquez, S.)
316	DeRichie (Walker, C. – Zindell, J.)

VO-TECH

224	Simpson	AM Students
101	Bombara	PM Underclass Students
103	K Bucci	PM Senior Students
115	Lee	PM Students
		Janiszewski, W. –Wiard, A

OAKCREST HIGH SCHOOL
MEMO

To: Oakcrest Teaching Staff
From: Maria Caiafa and John Ragan
Subject: Back-To-School Night
Date: October 3, 2003

##

Attached is a copy of the Back-To-School Night schedule along with a "Room Assignment List" as it pertains to the parent conference portion of the evening. Please review this list to see where you will be located for your student conferences. Parents have already received a copy of the room assignments so they will know where to find you during the conference portion of the program.

The Interim Progress Reports and Student class schedules will be distributed to parents by homeroom teachers according to the "Homeroom Distribution List" on the night of October 9, 2003. Please include a Bullying Brochure with the progress reports and schedules.

On the schedule please note that homeroom is 15 minutes in length and all other classes are 6 minutes. At 6:42 pm Mr. Mongelluzzo's welcome to the parents will air on Falcon T.V. Please make your first period presentation from 6:49 to 6:55. To further clarify the goal of Back-to-School Night for parents, teachers are asked to do the following:

1. During class time, provide parents with a profile of your professional history, a handout of the scope and sequence of the course, how to contact you, statement and an explanation of your expectations, grading policy, homework policy, etc.

2. During the conference period you may wish to hold individual conferences with parents. Keep in mind that you only have fifty-five minutes, therefore a sign up sheet should be placed in each classroom so that a parent may request a conference or telephone call to discuss grades etc. at a later date.

Back-To-School Night gives us an opportunity to present Oakcrest High School in a positive manner to our community. In doing so, please keep in mind and consider the following:

- Greet parents at the Classroom Door!
- Welcome Parents and Guests with Enthusiasm!
- Give 'Em something to Brag about their child!
- Provide a Handout that Summarizes key elements of your classroom and expectations!

We look forward to seeing you at Back-To-School Night on October 9, 2003 at 6:30 p.m.

Thank you for your cooperation.

mkt

cc: Anthony Mongelluzzo
        Lynn Gale Basner
        Robert Harris
        Gloria Heaton
        Willard Bryant
        Supervisors
        File

Appendix E

Library and Media Center Orientation Handouts

Oakcrest Library	http://teachers.oakcrest.net/library	
Authors	http://infotrac.galegroup.com/itweb/oakcresths_ca	
Biography	http://hwwilsonweb.com	Username:oakcrest Password:oakcrest
Career	EXPAN	Student Login
	PC SIDS	Student Login
*Diversity	http://enw.softlineweb.com	Username:oakcrest Password:oakcrest
*Encyclopedia	http://www.worldbookonline.com	
Facts on File	http://fofweb.com	
*Magazines, Newspaper, Novels	http://search.epnet.com	
*Magazines/NY Times	http://library.bigchalk.com	Username:oakcrest Password:oakcrest
*Old Newspapers	http://www.accessible.com	
World History	http://worldhistory.abc-clio.com	Username:oakcrest Password:oakcrest
Poetry/Short Stories	http://www.litfinder.com	Username:oakcrest Password:oakcrest
* Remote Access		

TO: English and Inclusion Teachers
FROM: J. Carr
DATE: November 13, 2003
RE: *Contemporary Authors*

The State of New Jersey has purchased the prestigious reference source, *Contemporary Authors: 20th & 21st Century,* offering it free to all high school libraries. A very expensive resource is now within reach via the Media Center's cyberspace. Sorry, no remote access is available. The URL is http://infotrac.galegroup.com/itweb/oakcresths_ca. (There is an underscore preceding "ca"). The web address will be added to the library template.

~~Information from Gale publishers is also included in this announcement. A~~ splendid online database, there are 117,533 references updated regularly. An assignment requiring current biographical material on an author would be well served by *Contemporary Authors*.

TV TEACHER/DESKTOP

User Name: teacherlib
Password: oakcrestliblab

Memo OHS Library

To: Faculty and Supervisors

From: Media Center

CC: Anthony Mongelluzzo

Date: 11/4/2003

Re: Use of Media Center

In an effort to provide students and staff with optimum library media services, the following measures have been approved by the administration:

- Whenever a teacher and/or cohort sign up to use the library/lab, an instructor must be stationed in the downstairs' room. This should provide for adequate coverage and serve to enforce security measures, thus reducing any attempt to breach security.

  A. Any downloading of pictures, programs or alteration of the desktop is forbidden.

  B. No games may be played on Media Center pcs.

  C. A teacher must approve printing.

- Please do not send a student or students to the Library unescorted during your class period unless prior arrangements have been made with the library staff. This will also circumvent the number of attempts to break security and insure that the entire Media Center is adequately covered.

The Media Center's mission is to provide an educational milieu conducive to information access, research resources, leisure reading, homework completion and lifelong learning skills in a welcoming environment. We look forward to your support in the library's ongoing business of permitting excellent media services to the entire Oakcrest community.

OAKCREST HIGH SCHOOL LIBRARY

Rules of Conduct & Consequences

RULES

1. NO FOOD NOR DRINKS.

2. PRESENT PASS OR SIGNED *TIME TRACKER* TO MS.CARR, MRS. PHILLENS OR A TEACHER IN THE LIBRARY. SIGN IN AT THE MAIN CIRCULATION DESK WITH YOUR NAME, NAME OF SENDING TEACHER, AND TIME OF ARRIVAL.

3. IF YOU ARE HEARD SPEAKING: YOU ARE TOO LOUD.

4. DO NOT LEAVE WITHOUT PERMISSION AND A PASS FROM MS. CARR, OR MRS. PHILLENS OR A TEACHER IN THE LIBRARY.

5. DO NOT TAMPER WITH NOR MUTILATE LIBRARY MATERIALS.

6. THE LIBRARY IS OPEN DURING THE ACTIVITY PERIODS ON TUESDAY, WEDNESDAY, AND THURSDAY. YOU ARE WELCOME IN THE LIBRARY AT THESE TIMES.
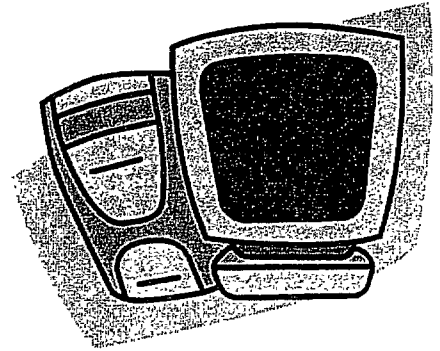
ORDER OF CONSEQUENCES

1. VERBAL WARNING

2. SIT WITH THE TEACHER WITH WHOM YOU HAVE COME OR RETURN TO CLASS.

3. SIT ALONE IF NOT WITH A CLASS OR TEACHER.

4. REFERRAL.

Computer Protocol

1. Reserved Classes
2. Walk-in Class
3. School Work
4. Recreational Use

NO ACCESSING

Chat Rooms
Personal Classified Ads
Games
Inappropriate Sites

" Internet access has been modified somewhat, but basically remains the same as last year. Adult entertainment, Drugs, Violence, Hate Speech, Gambling, Criminal, Personals and Dating and Games sites will be banned. Internet usage will be monitored closely throughout the school year. The rules for Internet usage will be incorporated with the Greater Egg Harbor Regional School District Computer Usage Policy."

Print Only School Work

Physical Checklist Before & After Work
o   Report any graffiti to your teacher.
o   Report any visible damage to the pc.
o   Report wallpaper change on the computer screen.
o   Report if the mouse in non-functioning.
o   Report a non-functioning computer.
o   Save on floppies, zip disk, or on your student computer account.
o   The taped directions must remain affixed to monitor.

Exit Internet & Return to Desktop Screen When Finished:
o   Click on: "Start "(lower left).
o   Move to: "Shut Down."
o   Go to arrow key. Click on: "Log off geh####"
o   Click on: "OK"

THANK YOU!!!!

Greater Egg Harbor Regional High School District
JCarr@geh.nj.k12us.com

WEBMAIL PRO

Show Messages   Suggestion Box   Help | Jump to Other Services... ▾ |

• Prev Msg   •   Next Msg   •   Close Msg   •   Reply   •   Reply-All   •   Forward   •   Print Preview   •

Delete Msg | **Move Msg To** |Inbox ▾ | Move | Add this email address - to my Personal Address Book

Subject: Good News and Bad News
Date: 1/14/2003 3:18:00 PM
Priority: Normal
From: "Phil Robinson" <PRobinson@geh.nj.k12us.com>
To: PRobinson@geh.nj.k12us.com
CC:
Show Header

WEBMAIL PRO

Sent From Greater Egg Harbor Regional High School District
By Phil Robinson <PRobinson@geh.nj.k12us.com>

Starting Monday, January the 20th, we will setup a policy to automatically shutdown the PCs in 218,220,307,309,311 and the library. You will no longer need to shutdown these PCs. This will prevent PCs from being shutdown improperly. That is the good news. The bad news is room 218 is now missing 4 mouse balls, one mouse and some removed RAM from a PC in 218. We have no RAM to replace the RAM stolen from this PC meaning we now have 21 functional PCs in that room. We also have 5 mice left for the entire building (Teacher's network included). Please make sure teachers follow the procedures: having mice turned over to check for missing mice and mice balls, checking CD Rom and floppy drives for physical damage and please add to the list - a screen displaying on the monitor. If there is no screen displaying there must be a reason. Please make sure all teachers fill out a seating chart who desire to use a lab. If you have any questions please let us know.

©°°¨¨°°©©°°¨¨°°©©°°¨¨°°©©°°¨¨°°©©°°¨¨°°©©°°¨¨°°©
Phil Robinson
Network Administrator
Greater Egg Harbor Regional High School District
mailto:PRobinson@geh.nj.k12us.com
-=
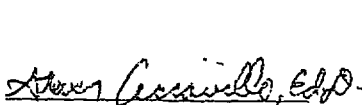
Memo

To: All staff members

From: Mr. Lockwood, Mr. Filinuk, Dr. Ciccariello

Date: 4/29/2003

Re: Computer labs and classes using labs

In an attempt to prevent any further misuse or vandalism to the computers in the labs, we will be asking all teachers who sign up to strictly follow the rules of computer lab use as set up in the beginning of the year. They are: 1. Sign ups by teachers for the use of the computer lab must be made in writing no more than two weeks in advance of computer lab use. This should be recorded with a lab supervisor in the scheduling book located in room 220. 2. Prior to using the lab a copy of each teacher's lesson plans must be submitted. There will be a lesson plan bin on the lab supervisor's desk in room 220. Lesson plans should include the lesson objective, activity, and any special websites or software that are needed to facilitate the lesson. Please attach with this lesson plan a copy of a seating chart for students assigned to their respective lab workstations. See seating chart template attached. 3. Whenever a teacher and/or cohort sign up to use the 218-220 or 106 computer lab, an instructor must be in the room supervising students at all times. At <u>no time</u> should a substitute teacher be sent to the computer lab to supervise students. 4. A teacher checklist for assigned student workstations is attached for rooms 218 –220, 106. This checklist should be filled out upon entering and exiting the lab for all workstations. Please turn in this form to the respective bin on the lab supervisors desk upon exiting the computer lab. 5. All users of computers must adhere to the school acceptable use policy. It is the teacher's responsibility to confirm this by checking the Acceptable Use Policy list distributed by the main office. 6. Teachers must approve all student printing and must supply paper via their respective department for printing purposes. Please have students preview all documents before sending them to the printer to eliminate excessive use of the printer and ensure the best print quality possible. 7. <u>Do Not</u> send a student or students to the lab unescorted during the school day unless prior arrangements have been made with the lab supervisor on duty when the student or students are to utilize the lab. This will circumvent the number of attempts to break security and help cut down on students reporting to the lab when it is already full.

In an attempt to focus on proper use of computers and the necessity to keep the computers functioning properly for everyone to use, please pay close attention to these rules. The vandalism and misuse of these computers has been ongoing since some of the mice were missing, memory gone, jammed pens into the CD drawers, CD drawer springs and hinges missing, and lack of ownership of some teachers using the labs to turn in checklists, seating charts, and lesson plans. If blatant violation of these rules occur, a meeting with Dr. Ciccariello, Mr. Lockwood, and Mr. Filinuk will take place and probable non classroom use of any computer lab at Oakcrest.

Please help us out during these last months of school so that computer vandalism is not an issue in the labs.
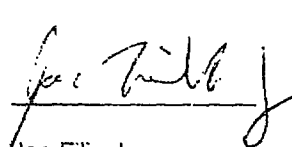
Thank you for your cooperation,

Dr. Steven Ciccariello   Charles H. Lockwood   Joe Filinuk

1

	Student Name		LIBRARY/ LAB SEATING CHART							
			Teacher's Name:							
			Date :							
			Period :							
			Before and After: Please check for any damage to these objects							
	Student Name		Mouse	Desktop	Hardware	Software	Wallpaper			
Oaklib 9										Before
										After
Oaklib 10										Before
										After
Oaklib 11										Before
										After
Oaklib 12										Before
										After
Oaklib 13										Before
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Oaklib 14										Before
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Oaklib 15										Before
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Oaklib 28										Before
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Oaklib 29										Before
										After
Oaklib 30										Before
										After
Oaklib 31										Before
										After
Oaklib 32										Before
										After

Appendix F

IEP Workshop Presentation Handouts

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## Understanding the Legal Implications and Educational Aspects of the I.E.P.

Presented by
Department of Special Services
Oakcrest High School
August 25, 2003

What is an I.E.P?

An I.E.P., or Individualized Educational Program, is a legal and binding document that identifies and describes the specific educational needs of those students deemed Eligible for Special Education and Related Services. The IEP lists the student's annual goals and objectives and/or supports (accommodations and modifications), providing a blueprint for an appropriate and 'least restrictive' educational placement.

N.J. Administrative Code

All I.E.P.s must be developed in accordance with the New Jersey Administrative Code for Special Education –Title 6A, Chapter 14: N.J.A.C. 6A:14
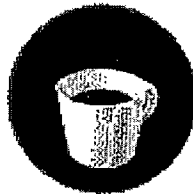
What goes into an I.E.P?

- Teacher input
- Testing results – multi-disciplinary
- Parent Input
- Student Input

Who is on the I.E.P. Team?

- The parent(s)
- At least one General Ed. teacher
- At least one Special Ed. provider
- At least one CST member
- The Case Manager
- The student, where appropriate

Considerations of the IEP Team:

- Student strengths
- Parental concerns
- Evaluation results
- Behavioral implications

1

More considerations:

- Student's educational needs
- Student's vocational needs (if age 14 or over)

What does the I.E.P. include?

- Present Levels of Educational Performance (P.L.E.P.)
- Measurable annual goals (NJCCCS)
- Statement of Special Education program
- Statement of related services

What else?

- Supplementary aids and services
- Program modifications
- Participation with non-disabled peers
- Standardized test modifications
- Start date, location, frequency, duration of services

Frequently Asked Questions

- **In an in-class support setting, which teacher is responsible for following the I.E.P?**

Are special accommodations and/or modifications limited only to those students who are educationally classified?

What are some typical examples of accommodations/modifications that I may be required to implement?

- Extending time on tests and assignments
- Preferential seating
- Providing assistance in note taking
- Verbal/auditory prompting
- Frequent checks for comprehension
- Behavioral contract
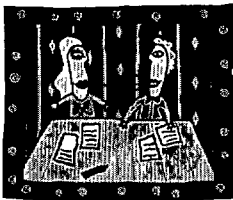- Encouraging student to ask questions

- **Must the school district provide a copy of the I.E.P. to the Regular Education teachers who instruct a student with a disability?**

- **So, how can I gain access to one of my student's I.E.P.s?**

- **Why is meaningful teacher participation in the I.E.P. process so important?**

- **My class list does not indicate whether a student is or is not classified. How am I expected to know?**
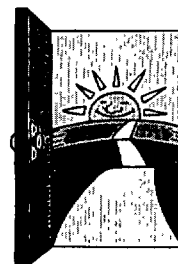
Other questions?

- Contact the student's Case Manager
- Contact the student's Counselor
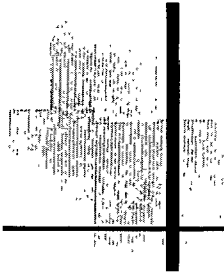- Contact Supervisor/ Vice Principal

Thank you for coming!

Appendix G

A Supplement To The Teacher's Handbook: A Step-By-Step Guide
To Filling Out The Paperwork

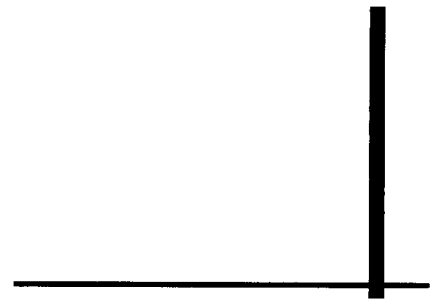# *SUPPLEMENT TO THE TEACHER HANDBOOK: A STEP-BY-STEP GUIDE TO FILLING OUT THE PAPERWORK*

Table of Contents

Change of Grade Forms

When a request is made to change any mark for student, the following procedures shall apply during the school year.

1. The teacher must complete the Grade Change Form (triplicate/supervisor or main office)
2. The supervisor shall submit the completed form to the Supervisor of Guidance.
3. The Supervisor of Guidance shall send the completed Grade Change Form to the Office of Data Processing.
4. The Office of Data Processing will *only* accept completed forms from the Supervisor of Guidance.

Discipline Referrals

1. **Cut slips** (yellow/main office) – These should be submitted directly to the main office. Be sure to ask the student why he or she was not present and note it on the back of the slip.
   - Be sure to check the attendance bulletin closely. Check the lists of students in ISS or on trips.
   - If a student has not returned to class in 2 or 3 days, note that on the back of the cut slip and submit to the main office.
2. **Detention Form** (duplicate/ supervisor or main office)
   - Use this form when issuing a teacher detention. Be sure to check off "other" detention and put your room number on the slip.
   - Retain a copy for your records.
3. **Referrals** (triplicate/ main office)
   - All discipline referrals should be filled out completely and submitted to your **supervisor**. Your supervisor will filter the referral and take appropriate action.
   - You can bypass your supervisor when a situation warrants immediate attention (i.e. fight, weapons, or drugs).
4. Suspicion of a student under the influence or in possession of drugs warrants immediate attention. Send notice or tell a vice-principal or other appropriate school official immediately. Use your best judgment and perform one of the following options:
   - Bring the student directly to the main office
   - Send a sealed note to the main office requesting a vice-principal or security be sent to your classroom
   - Have the student wait with you after class and escort him/her to the main office

End of the Year Paperwork

1. **Trip Preliminary Request**- This paperwork is your chance to get funds for a trip. These forms will be distributed in the spring. You should wait until this time, complete these forms, and submit to appropriate personal. A sample is attached.

2. **Professional Improvement Plan** (PIP) (supervisor's office) - You should submit a PIP yearly to your supervisor. Be sure to be mindful of your goals throughout the following school year and document your professional development hours as you attain them.

3. **Summer Tutoring** – Principal will put out solicit requests from interested parties. Fill out application and return to principal's office. The district policy can be found on pages 25 and 26 of the staff handbook. A copy of the application for tutoring can be found attached. This form should be approved by the supervisor of guidance.

4. **End of the Year Checklist** – Keep an eye out for this form to appear in your mailbox in early June.

5. **Obligation Forms** – (triplicate/ supervisor or main office)
   - At the beginning of the year, you filled out a free textbook card (see attached) for each student issued a textbook. Use these cards as a reference and determine who did not turn in a textbook.
   - Fill out an obligation form for every book not returned and submit to your supervisor. Be sure to include the proper title of the book and its number.
   - You can obtain current textbook prices from your supervisor.

Field Trips

Please note: The following code will be used to help you locate the proper paperwork and submit it in its proper form (color of paper/ where to find it)

1. Submit "Off-Campus & Athletic Trip Application Request" (blue paper/main office or page 84 of staff handbook) & "Request for Professional Absence" (supervisor or main office) at least three weeks prior to the event date.

   - The blue trip request form should be filled out in its entirety
     The current price for a bus (2003-04):

     1st four hours $137.70

     Each additional hour $40.80

   - If you intend on transporting students in your private vehicle, attach **two (2)** current copies of your:

     Driver's License   Car Registration   Car Insurance

   - Fill out "Request for Professional Absence" forms for each staff member attending trip

   - These forms should be stapled together and submitted to your supervisor for approval

     Note: There is a special form that must be completed if you are applying for an overnight field trip. It is entitled "Application for Final Approval of Overnight Trips" and can be found in the main office.

2. File a "Fund Raising Request" (pink/ main office) if you will be collecting any type of funds (i.e. admission costs)

   - Submit this form to your supervisor

     Note: You must wait for approval to proceed

3. Have each student fill out "OHS Field Trip Permission Form" (page 85 of staff handbook) and return it to you. You should keep these on file.

4. If collecting funds, call Cathy Laird (Ext. #2746) to have a clearing account created for you if you do not already have access to an appropriate account.

5. Deposit the Funds Collected
   - See page 7 & 8 of the Financial Handbook

6. Record your receipts accurately
   - See page 12 in the Financial handbook

7. Check eligibility of participating students

8. Disbursements: Getting A Check Written
   - ❑ Fill out a voucher form (blue/C. Laird- district office) in duplicate and submit to supervisor
   - See page 9 –11 in the Financial Handbook

9. **Three** days prior to the trip
   - ❑ Complete a "Field Trip List" and submit it to the attendance officer via email or deliver a hardcopy to the main office. **Student ID numbers must be included.**

10. A few days prior to the trip
    - ❑ Confirm bus times with Transportation (Ext. 2715)
    - ❑ Call substitute service and reserve substitute (635-5297)
    - ❑ Remind your supervisor of your absence

11. The morning of the trip
    - ❑ Submit an **updated** list of those participating in the event. This is to be done by editing a **hard copy** of the original list (cross out the names of those not attending, write in the names of new participants). This must be submitted before you leave the property and is extremely important that it be done prior to the actual start of the event. If your field trip leaves the school grounds prior to 7:00am, please slip the revised copy under the main office door.

12. After the trip
    - ❑ Complete an "Evaluation of Field Trip Form" (green/main office)
    - ❑ File a "Final Report of Fundraising Activity" (white/main office)

- See page 4 in Financial Handbook

Note: No field or enrichment trips, which will take pupils out of classes, will be approved for the period following May 15 to the end of the school year.

Guidance Programs & Paperwork

1. **O.S.S.I.S.T.** – (fluorescent orange/Ms. Horn) Use this form anytime you suspect a problem with a student in your class. For example:

   - The student is failing and all other efforts have failed
   - You believe a student needs to be referred to the Child Study Team (CST)
   - Submit this form to Ms. Danielle Horn in the guidance office. She will contact the appropriate individuals and call an O.S.S.I.S.T. meeting to determine the next step needed.

2. **Course Selection Waiver Form** (pink/ guidance office)

   - This process is initiated by the student and will be brought to you for action. The student is responsible for taking the paperwork through the proper channels (i.e. supervisor and then back to guidance).
   - The guidance department is looking for feedback from you.
   - This form is intended to initiate conversation between a student and their current teacher.

3. **Drop Add/ Form** (triplicate/ guidance office)

   - This paperwork is initiated in the guidance office and brought to the classroom teacher by the student. The student should return the form to their guidance counselor.
   - If the student is dropping your course: Sign this form in all appropriate boxes and be sure to include a grade to date. Also indicate WP for withdrawal passing and WF for withdrawal failing. Please also forward year-to-date grades to the teacher of the class in which the student is transferring.
   - If the student is adding your course: Sign this form in all appropriate boxes. You can contact the previous teacher for current marking period grades and access prior marking periods in ClassXP.

4. Homebound Instruction

- If you are interested in being a homebound instructor, please contact Ms. Danielle Horn in the guidance office. She will explain the process to you and set you up with the proper paperwork (a copy is attached).
- Be aware that a homebound instructor with a work request may contact a classroom teacher at anytime. Please respond to this request as quickly as possible.

5. Homework Request

- You should gather work for a student and submit work to Pat Schwarzenbach within 24 hours of the request.
- If there is no work for the student, simply send her an email to let her know that fact.

6. IEP – Be mindful of paperwork that will be sent out to you regarding students and their IEP. This includes special education and regular education teachers. The responsibilities of the regular education teacher are as follows:

- Fill out student evaluation forms and return promptly. The person writing the IEP needs your feedback.
- Make every effort to attend evaluation meetings.

7. Parent-Teacher Contact Request (yellow/guidance)

- This form is initiated when a parent contacts a guidance counselor. Please take appropriate action and return the bottom portion of the form to the student's guidance counselor.
- Note: This form is sometimes replaced by an email. Please notify the counselor of your interaction with the parents.

8. **Request for Schedule Change Form**
   - A student or counselor may bring you this form and ask for your signature. The intention of this form is to get your input. This is the time to let guidance know if the student is capable of being successful and has just not been doing work or why you feel a schedule change would be in the student's best interest.
   - This form should be returned to the student and he/she will forward it to your supervisor.

9. **Weekly Progress Report** (triplicate/guidance office)
   - This form is used to track weekly progress of a student. A student may be required to ask all of his or her teachers to fill out this form so that it can be returned to the parents at the conclusion of each week.
   - You may even want to suggest this to parents of a struggling student as a way of keeping them and the student informed.

10. **Withdrawal Form**
   - Sign this form in the appropriate space(s), include grades for all marking periods/exams, note any outstanding obligation and return it to Sue Giberson in the guidance office or place in John Cocuzza's mailbox.

Media Coverage

1. Submit press releases as often as possible (see form attached).
2. If you would like to advertise or promote something on Falcon TV, complete a "Request for Media Services" (yellow/main office or media studio) and submit it to your supervisor.

Note: Please allow sufficient time for creation of videos prior to the preferred date(s) of service.

Request For Personal Day

1. Request for Personal Day Form – (triplicate/ supervisor or main office)
   This form should be completed at least two weeks in advance and
   submitted to your supervisor.
2. Remember to notify your supervisor and call the substitute coordinator to
   confirm your absence (635-5297).

Request for Professional Day

The "Professional Day" is one in which the staff member is excused from his/her regular assignment so that he/she may attend, visit, participate or review a program that is directly related to the professional assignment of the staff member.

1. Complete the form "Request for Professional Absence" and clearly state the reason for the visit. Attach a copy of the agenda to this form.
2. If you intend on driving in your private vehicle, attach a current copy of your:

   Driver's License   **Car Registration**   **Car Insurance**

3. Submit request to supervisor.
4. The approval of the assistant superintendent shall constitute authorization for the school visit with travel reimbursement.
5. Upon the completion of the Professional Day

   ❑ Complete a "Professional Development Report Form" (white/supervisor)

   ❑ Complete a request for reimbursement by using a "Travel Expense Voucher" (triplicate/main office). The business administrator requests that items for reimbursement be itemized as to type of expense and be accompanied by receipts.

   ❑ Complete an "Invoice" (white/ main office) with the person needing to be reimbursed named as the vendor.

   ❑ Submit paperwork to your supervisor for approval

Ticket Sales for All Non-Sporting Events

Procedures:

1. File a "Fund Raising Request" (pink/ main office) if you will be collecting any type of funds (i.e. admission costs)
   - Check central building use book to see if the date and space you are requesting is available. This book can be found in the main office with Ms. Puccio.
   - Submit this form to your supervisor
2. Complete an "Internal Request for Use of Building or Grounds" (blue/main office)
   - Check off the appropriate "Route To" box and submit the form to your supervisor

Note: You must wait for approval to proceed

3. Follow instructions in the "Financial Handbook" for collecting and depositing funds as well as check disbursements if needed.
4. Attain security and chaperones for the event.
   - Contact Officer Glenn Hausmann to discuss amount of security needed for event and current pricing. Follow this up with a written letter requesting police officer coverage of the event.

Ticket Sales for All Non-Sporting Events

Guidelines:

In order to ensure consistency for our students, the following standards should be followed for the selling of tickets to upcoming events at Oakcrest High School.

1. All tickets must be numbered and state that a valid ID* and this ticket must be presented upon entering the event.
2. Students must present a school ID when purchasing a ticket.
3. Students may buy a maximum of two (2) tickets (as per Student Handbook). However, an official ID must be presented for each ticket.
4. The attendee's name must be recorded next to the ticket number.
5. Upon entering the event, **every** attendee must present an official ID and their ticket to enter the event.
6. The ID and ticket **must** correspond with your records.
7. Students are **NOT** allowed to sell their ticket to another student.
8. Students are **NOT** allowed to switch their tickets.
9. If the event is a dance/prom, a **permission slip** must be signed for each student attending the event (A sample permission slip is attached).

*An official ID is considered a current picture school ID or driver's license. If a guest is a non-Oakcrest student, a copy of their ID is permissible at the sale of the ticket.

Any violation of the above listed rules will result in refused entrance to the event. The student's money will NOT be refunded.

Thank you in advance for your effort in assisting with consistency form one event to another.

Things You May Need In The District Office

1. Velda Emonds (x2743) and Marie Howell (x2741)
    - Payroll
    - Pension loan form
    - Change in W2
    - Automatic Deductions
    - Disability Insurance
    - Name and family situation changes
2. Tom Grossi (x2745)
    - Family Leave
3. Cathy Laird (x2746)
    - Activities / Money Bags
4. Saranna Elkner (x2740)
    - Benefits / Insurance

Tuition Reimbursement

1. If you want to be reimbursed, you need approval **before** you register for a coursework. Fill out a "Tuition Reimbursement Course Application Form" (white/main office) and submit it to the Superintendent's Office.

2. You should submit the following to Tom Grossi in the district office as soon as possible:

   - ❑ Course cost breakdown

   - ❑ Proof of payment

   - ❑ Transcript showing proof of grade received

3. Please see attached memo for clarification regarding awarding of credits for salary guide purposes.

4. When you complete enough credits (i.e. 15) you must submit a written request to the superintendent for a lateral move on the salary guide. With that letter, submit a transcript and the attached form (white/main office).

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<div align="center">Biographical Data</div>

Name	Lea Fitzpatrick
High School	Delsea Regional High School Franklinville, NJ
Undergraduate	Bachelor of Science Biology Coastal Carolina University Conway, SC
Graduate	Master of Arts School Administration Rowan University Glassboro, NJ
Present Occupation	Biological Sciences Teacher Oakcrest High School Mays Landing, NJ