

**BOARD**

**#1B**

RESOLUTION NO. 26415

**APPROVE PRIVATE EXECUTIVE SESSION**

**WHEREAS**, the Open Public Meetings Act and the Fort Lee Board of Education reserve the right within the constraints of State Law to sit in Private Session; and

**WHEREAS**, there now exists a need for this Board of Education to meet in Private Session;

**NOW, THEREFORE, BE IT RESOLVED**, that the Fort Lee Board of Education conduct a Private Executive Session at **7:00 p.m. on August 18, 2014** to discuss exempt matters pertaining to personnel, legal matters and any such matters that may come before the Board; and

**BE IT FURTHER RESOLVED** that the public will be informed regarding the topics discussed in Private at a later date undetermined at this time.

DATED: July 28, 2014

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Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**RESOLUTION REGARDING SCHOOL DISTRICT REPORT OF INCIDENTS OF HARASSMENT/INTIMIDATION/BULLYING**

**WHEREAS**, the Fort Lee Board of Education has received the Interim Superintendent's report of incident(s) of Harassment/Intimidation/Bullying ("HIB") within the District; and

**WHEREAS**, the Board has had the opportunity to review the Interim Superintendent's recommendations with respect to the incident(s) of HIB.

**NOW, THEREFORE BE IT RESOLVED**, that the Board accepts the Interim Superintendent's recommendations.

**BE IT FURTHER RESOLVED**, that pursuant to N.J.S.A. 18A:37-15(d), the Interim Superintendent of Schools shall inform the applicable parents/guardians of the students involved in these incidents with the following information within five school (5) days of this Board meeting:

1. The nature of the investigation;
2. Whether the District found evidence of HIB;
3. Whether discipline was imposed;
4. Whether services were provided to address the incident of HIB.

DATED: July 28, 2014

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**MERIT PAY COMPENSATION FOR MR. PAUL J. SAXTON  
AS INTERIM SUPERINTENDENT FOR 2013-2014**

**WHEREAS** the 2013-2014 employment contract for Mr. Paul J. Saxton, Interim Superintendent ("Superintendent") provides a provision for additional merit pay compensation through the attainment of merit goals for the current school year upon the achievement of certain quantitative and qualitative criteria ("criteria"); and

**WHEREAS** the criteria includes:

**Goal #1:** To enhance the effectiveness and efficiency of the new teacher evaluation initiative, 100% of district administrators will work in collaboration to create a database of research based resources aligned to performance indicators of the 2013 Danielson Framework. Data base will be populated with media, print, and other resources and PD activities specifically aligned to each domain and 60 indicators on the Danielson framework to:

- Provide support to members of the administrative team
- Utilize current research and best practices
- Provide consistency
- Provide personalized guidance and support to staff members
- Specifically align to the indicators in each domain of the instructional model
- Enhance collaboration and communication in establishing expectations
- Serve as an exemplar to share with other districts

The Superintendent shall be eligible for merit compensation in an amount equal to 3.33% of his base salary, or \$5,577.75;

**Goal #2:** To enhance and improve technology integration, build staff capacity, increase accountability and to support readiness for the PARCC, an analysis of district needs will be conducted using a district designed Pre/Post Technology Survey. A minimum of 5 professional development training activities will be conducted in each school, 30 staff development activities district wide, guided by survey results. Survey instrument will include 60 technology skills required for enhancement of district programs. Survey results will guide professional development practices.

- 100% of all district administrators will develop building/instructional technology goals based upon the results of the survey.
- Staff support will be provided

The Superintendent shall be eligible for merit compensation in an amount equal to 3.33% of his base salary, or \$5,577.75;

**Goal #3:** To improve effectiveness, efficiency and image of the district Special Education Program and Increase efficiency and compliance of N.J.A.C. 6A:14, subchapters 2 (procedural) , 3 (services and evaluation) and 10,( early intervention) program through a minimum of 12 parent meetings, 10 training sessions, expansion of EIS to 6 schools and targeted staff evaluation and instructional support by :

- Providing support/coaching at the Middle school for SE staff by Lit Life, targeted staff evaluations/action plans based on student achievement trends
- Following an analysis of district processes, providing a minimum of 5 in-house CST group trainings and a minimum of 5 one to one leadership training sessions, focusing on analyzing and improving student reports to enhance and guide instruction, and to align procedures across the district
- Expanding EIS (Early Intervening Services) to include before and after school tutoring focused on cluster groups to include all 6 district schools, and approximately 200 students
- Expansion of parent involvement, a minimum of 5 SE Parents' groups will meet
- Outreach to parents, including a minimum of 3 Hispanic, 3 Korean and 3

Arabic Parents' Advisory Council meetings.

- Review of current research by providing weekly articles to staff using Marshall Minutes
- Assignment of a F/T Principal to Pre-school program

The Superintendent shall be eligible for merit compensation in an amount equal to 3.33% of his base salary, or \$5,577.75;

**Goal #4:** To improve and enhance community perception of district operations and programs as measured by a Pre/Post Community School Climate survey administered to community members, staff and students. To increase community involvement and to engage in high levels of positive and productive dialogue to a diversified constituency measured by BOE meeting videos and minutes, and community participation in district activities.

- Promotion of a common vision through a minimum of 10 parent and community meetings
- Student representatives on the BOE
- Support of diverse constituencies by
- Outreach to community through district website
- Outreach to bilingual parents, including Hispanic, Korean and Arabic parents and providing at least 9 bilingual presentations

The Superintendent shall be eligible for merit compensation in an amount equal to 2.5% of his base salary, or \$4,187.50;

**Goal #5:** To utilize the Regular Operating Districts (ROD) grant program for the State Educational Facilities Construction and Financing Act, P.L. 2000, c. 72 (N.J.S.A. 18A: 7G-1), which reimburses up to 40% of construction costs, and (Energy Savings Improvement Program (ESIP) N.J.S.18A:18A-2, energy savings improvement program where the savings generated from reduced energy use from the program will be sufficient to cover the cost of the program's energy conservation measures. An analysis (audit) of the proposal has demonstrated that there is an economic advantage to the Fort Lee Board of Education of implementing both the ROD and the energy savings programs. Both programs have been linked to the district STRATEGIC MASTER PLAN to address and resolve overcrowding, update facilities and repair aging infrastructure. Program enhancements shall include coordination of curriculum, technology, and security upgrades.

The Superintendent shall be eligible for merit compensation in an amount equal to 2.5% of his base salary, or \$4,187.50.

**WHEREAS** the Executive County Superintendent has previously approved the said merit pay quantitative and qualitative criteria; now therefore be it

**RESOLVED** the Board hereby certifies to the Executive County Superintendent that Paul J. Saxton has achieved the criteria as described hereafter:

**Goal #1 Summary of Evidence:** *All staff members received extensive training on the Danielson model in September, 2013. Sign in rosters, power point presentations, minutes and agendas have been presented as evidence. Administrative Council and Superintendent's cabinet agenda throughout the 2013-14 school year include evaluation timelines. Samples of teachers' SGO's, assessments, reports and activities related to current mandates and procedures are evidenced by documentation provided by Mr. P. Saxton. In addition, evidence of training and group activities have been conducted during faculty meetings has been provided. Evidence is provided giving clarification and identification of effective or ineffective practice identified in individual staff evaluations and Corrective Action Plans. The administrative team received training in August, 2013 and again in October, 2013 by Dr. Sharon Amato. Administrators have attended workshops and seminars focused on current research and best practices. Every principal developed building goals on the implementation of the Danielson Framework with the goal of improving teacher practice and raising student achievement. Mr. Palek from the DOE provided a training workshop for administration on June 6, 2014. A resource*

bank which was developed collaboratively by members of the administrative team was posted on a district Google Docs web page and is available to all administration. Principals have posted media, print, and other resources and PD activities specifically aligned to each domain and 60 indicators on the Danielson framework.

**Goal #2 Summary of Evidence:** A final report of the Pre/Post Technology Survey has been provided as evidence. Agendas and evidence of technology training has been provided by district technology staff developers and teachers' lesson plans. Every administrator provided evidence of meeting the goal of enhanced technology integration through lesson plans, formal and informal observation and through teacher evaluation. Media specialists completed 220 hours of training on GCN. District wide, 637 employees completed 7,644 hours of training on 116 video modules.

**Goal #3 Summary of Evidence:** Sign in sheets were provided as evidence that Lit Life provided coaching and training to SE and gen ed. staff at the Middle School. An analysis of district IEP's presented to the BOE indicated a need to focus training on the development of measurable Goals and Objectives on IEPs. All CST case managers received intensive training and modelling focused on analyzing and improving student reports to enhance and guide instruction. An analysis of recent IEPs (confidential materials) provides evidence of improved compliance and quality of documentation. Through GCN, all SE staff completed, in addition to 7 hours of mandatory training in compliance areas, an additional 3.20 hours of training in specific areas such as ADHD, behavioral and classroom management, and other topics related to the needs of the SE population.

A draft of a new SE procedural guide as well as documentation of updates to and review of CST job descriptions has been provided as evidence. Sign in and letters inviting parents to training and outreach programs have been provided as well as district wide CST training on appropriate methods of restraint, development of highly effective Goals and Objectives on IEPs, as well as individual leadership training and guidance for members of CST. All administrators review current research based articles on best practices through a district subscription of Marshall Minutes (approved by BOE resolution), attendance at county and state conferences and roundtable meetings. Student rosters expanding EIS to include lower grades are held in each of the buildings and provide evidence. Evidence of three Bilingual PAC meetings is provided through agendas.

**Goal #4 Summary of Evidence:** Evidence includes School climate survey results, climate committee agendas. Following the school climate survey, a committee was formed and district goals were developed. PAC and PTA agendas, Community Advisory Committee agendas and Board of Education minutes and videos available on district website.

**Goal #5 Summary of Evidence:** Evidence includes District Master Plan, ROD grant schedule, and BOE approval of ESIP grant program.

**BE IT FURTHER RESOLVED** that Paul J. Saxton shall be paid a total of \$25,108.25 for accomplishing Goal #1 through Goal #5.

DATED: July 28, 2014

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\*Please note that Mr. Peter Suh abstained.

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH				X
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPROVAL OF DAVID B. RUBIN, ESQ. AS SPECIAL COUNSEL**

**BE IT RESOLVED**, the Fort Lee Board of Education upon the recommendation of the Interim Superintendent **approves David B. Rubin, Esq., of David B. Rubin, P.C., effective June 1, 2014**, as Special Counsel for the Board at the rate of \$160 per hour and pursuant to a mutually acceptable retainer agreement. This resolution supersedes Resolution No. 26318 dated June 30, 2014.

DATED: July 28, 2014

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\*Please note that Mr. Peter Suh abstained.

Motion by: Mrs. Candace Romba

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH				X
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**CURRICULUM & INSTRUCTION COMMITTEE**

#1CUR

RESOLUTION NO. 26419

**APPROVAL OF TEACHER MENTORING PROGRAM GUIDE  
FOR FORT LEE PUBLIC SCHOOLS**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the attached **Teacher Mentoring Plan for Fort Lee Public Schools**.

DATED: July 28, 2014  
Attachment

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

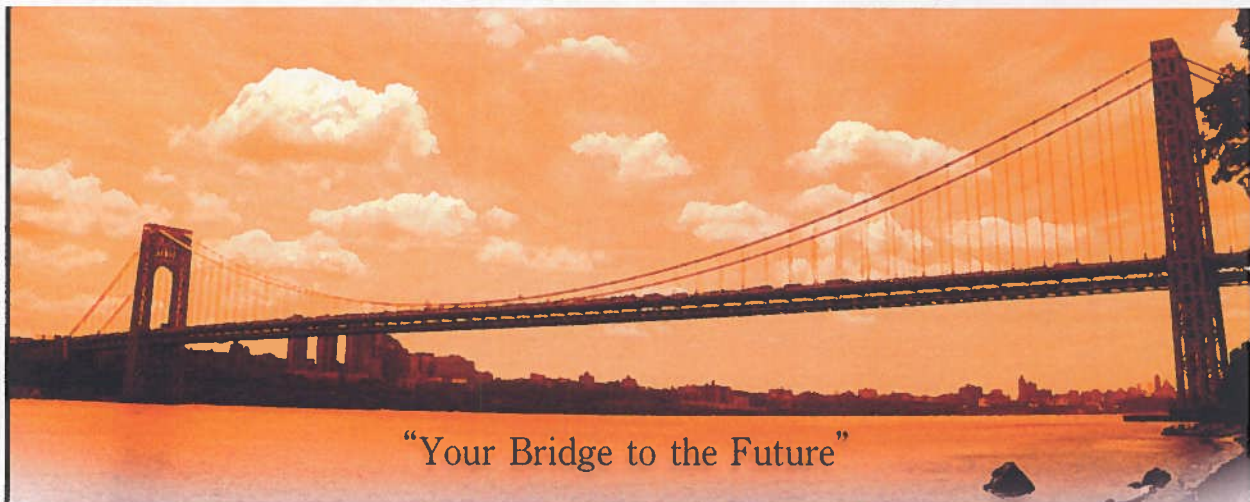
<u>ROLL CALL</u>	<u>AYES</u>	<u>NAYS</u>	<u>ABSENT</u>	<u>ABSTAINED</u>
<u>MRS. ESTHER HAN SILVER</u>	X			
<u>MRS. HOLLY MORELL</u>	X			
<u>MRS. CANDACE ROMBA</u>	X			
<u>MR. DAVID SARNOFF</u>	X			
<u>MR. PETER SUH</u>	X			
<u>MR. JOSEPH SURACE</u>			X	
<u>MR. JEFF WEINBERG</u>	X			
<u>MS. HELEN YOON</u>			X	
<u>MR. YUSANG PARK</u>	X			



# Fort Lee Public Schools



## Teacher Mentoring Program Guide



**1CUR**

## Part I - Overview

Teaching is an extraordinarily complex task and doing it well requires years of study and practice. Historically, novice teachers have been inducted into the profession with a “sink or swim” approach that led many to leave the field before they could develop the knowledge, skills, and dispositions that would lead them to become excellent practitioners. The ever-increasing demands for educator accountability in raising achievement levels for all students, including the federal mandate that teachers be highly qualified in their content areas and the state professional standards that outline what New Jersey expects teachers to know and be able to do, have made it even more essential that districts hire, support, and retain novice teachers who can grow into full-fledged professionals serving their communities for years to come.

In December 2003, The New Jersey State Board of education adopted revised licensing regulations that included the requirement that all novice teachers participate in a rigorous one-year mentoring program aligned with the New Jersey Professional Standards for Teachers. The regulations assign responsibility for development of the district’s standards-based mentoring plan to the local professional development committee (LPDC). Each local committee is responsible for developing a plan that will support novice teachers’ professional growth relative to their ability to deliver instruction aligned with the Core Curriculum Content Standards.

The NJ Department of Education has amended its regulations governing teacher mentoring policies and procedures, effective May 5, 2014. The rules for the mentoring of new teachers better align with the TEACHNJ Act of 2012, reduce district reporting burdens, and promote flexibility and accountability for district implementation. This guide utilizes resources from the link below. Additional information about the regulations can be found at: [www.state.nj.us/njded/profdev/mentor](http://www.state.nj.us/njded/profdev/mentor).

The evaluation tools in this manual derived from the NJ DOE Tool Kit for Program Development and are to be utilized as resources for the mentor and novice teacher only. The mentors do not serve as evaluators of teacher performance and the evaluation documents are to be utilized as a resource to focus and align the mentor/ novice teacher practice to the NJ Professional Standards for Teachers. Mentors will be required to submit the Interaction Contact Log and novice teachers will be required to compensate mentors an annual fee of \$750.00. All observation materials are confidential documents, and should not be reproduced and are to be given directly to the novice teacher. The mentorship program will follow the terms and conditions of the FLEA collective bargaining agreement, New Jersey regulations and law.

State regulations require the following components to be included in the mentoring plan: (<http://www.state.nj.us/education/profdev/regs/regs.pdf>)

- Goals that, at a minimum, enhance teacher knowledge of and strategies related to the Curriculum Core Content Standards in order to facilitate student achievement; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist novice teachers in the performance for their duties and adjustment to the challenges of teaching,
- An application process for selecting mentor teachers;
- Criteria for mentor teacher selection;
- Provisions for comprehensive mentor training;
- Identification of mentor teacher responsibilities;
- Logistics for mentoring plan implementation;
- Consideration of collaborative arrangements with colleges and universities; and
- Provisions for the use of State funds.

## **Mission Statement**

**The Fort Lee School District is committed to building a foundation for continued professional growth through structured interactions with mentors in order to assist novice teachers in the performance of their duties; adjusting to the culture of the school, district and community while identifying exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.**

## **Commitment to the Role of Mentoring**

The Fort Lee Public School District is committed to providing the support that is necessary to ensure a rigorous mentoring experience for all novice teachers by:

1. Increasing the fundamental commitment of mentors in delivering effective guidance and support.
2. Providing quality training for the mentor, as well as, the novice teacher so mentors are more aware and accepting of the unique needs of the novice teacher.
3. Providing the time and opportunities needed so mentors and novice teachers can have ongoing, collegial dialogue based on their shared experiences in (but not limited to) co-planning, observation, and shared professional learning/experiences.
4. Communicating clear criteria for mentor selection in order to attract individuals who understand the importance of this role in impacting the success of the novice teacher.

5. Provide ongoing support for mentor teachers so they can find an outlet of sharing for their own struggles and frustrations in a manner which is supportive of sustaining a positive experience for all participants in the mentoring program.

## Program Participants

A **Novice teacher** is defined as an individual new to the profession who holds a Certificate of Eligibility that will enable them to participate in the State of New Jersey Provisional Teacher program to acquire Standard Certification in a specific content area and grade level. The term “novice teacher” refers to both new classroom teachers and specialists.

A **Mentor Teacher** is a veteran teacher who has earned tenure in the district. Where possible, the mentor teacher will possess certification in the same content/grade level area as the novice teacher.

**The following roles and responsibilities are essential to ensuring a successful experience for both the mentor and the novice teacher. The first five roles and responsibilities are required by the state regulations for mentoring.**

### State Regulations

#### **A Mentor must:**

- Participate in sustained, ongoing mentor training;
- Make a commitment of time to the mentor-novice relationship over the required one-year mentoring period;
- Establish regular weekly conferencing times to discuss novice teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards;
- Maintain confidentiality for all mentor-novice activities; and
- Contribute to ongoing program evaluations.

### Additional Recommendations for Mentoring for Quality Induction

#### **A mentor should:**

- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel;
- Attend the new staff orientation at the start of the school year;
- Gather necessary resources to assist the initial educator with planning efforts. Examples include: curriculum guides, handbooks, schedules, target/benchmark assessments.
- Establish a system of on-going communication with the educator and document mentoring activities and time using a mentoring/novice activity log;

- Provide opportunities for the novice teacher to observe the mentor and other content experts.
- Observe the novice teacher during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management;
- Be a model of professionalism;
- Encourage the novice teacher to participate in collaborative professional learning activities, such as action research, team meetings, and reflective practice; and
- Assist the novice teacher in understanding the importance of and receiving the benefits of the district's observation/evaluation procedures.
- Attend mentor/novice in-service and other professional development opportunities
- Attend available seminars to enhance professional development in the mentor role.

The role of the **Building Administrator** is to ensure the smooth operation of the program by acting as a facilitator for the collaborative partnership between the mentor and novice teacher by:

1. Orienting the entire building faculty regarding the school district's mission and the mentor program's purpose.
2. Recruiting and matching individuals to serve as mentors with new faculty members.
3. Acting as a liaison between the mentor and district mentor program coordinator.
4. Develop a process for teachers who are new to the district by not new to the profession by facilitating it using a "buddy mentoring" procedure and designing the requirements for completion by the end of the school year.
5. Provide common release time, or joint planning time to facilitate mentor/novice teacher interaction.
6. Share resources for professional development opportunities.
7. Reassign a mentor, if necessary.
8. Reflect on the year and offer suggestions to improve the mentor program to the Mentor Program Coordinator.
9. Ensure that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.
10. Evaluate the effectiveness of mentors specific to their building using the State rubric for assessment guidelines.

The Superintendent of Schools (or designee) will appoint at least one educator to assume the role **Mentoring Site Coordinator**, who will assume the following responsibilities to facilitate the program throughout the school district.

1. **Establishing a method of communication for the following:**
  - a. How administration will be informed of new hires (teachers and specialist) who require mentoring.
  - b. Developing a procedure to align with Building Administrators to assign novice teachers to a mentor for the opening of school and as teachers are hired throughout the school year.
  - c. Work with HR to verify certification and resolve any certification issues that prevent new teachers from appearing on the novice teacher list.
  - d. Develop a data base to track mentor/novice teacher activity throughout the school year verifying the monthly checklist.
    - i. Establish the procedure for how and when all verification forms for Mentors will be collected.
    - ii. Maintain files for all Mentor evaluations to use in future selection processes.
    - iii. Determine how the documentation for the completion for each cycle will be submitted and added to the data based.
    - iv. Determine how all documentation will be stored.
  - e. Create certificate of program completion at the end of the mentoring period.
  - f. Develop a procedure for new to the State or returning educators who are not new to the profession but come to the district with experience.
    - i. At the end of the school year, during close-out, make certain that experienced staff, new to the district, have completed some form of the mentoring process as assigned at the beginning of the school year by the building administrator.
  - g. Establishing a procedure by which the need for an extension will be communicated and handled.
  - h. Chair the Steering Committee for the mentor program.
    1. Coordinate with the business office for financial reimbursement for teachers participating in mentoring activities. (if applicable)
    2. Actively seek additional grant money that can be used to finance the mentor program.
    3. Coordinate new teacher mentoring activities throughout the year.
    4. Arrange mentor-training sessions.
    5. Annually evaluate the effectiveness of the mentor program and make recommendations for continued improvement.
    6. Share resources for professional development opportunities.
    7. Address the challenges/concerns presented by the building administrators and/or mentors.



## **Part II - Program Overview**

### **Mentor Application Process**

Qualities for a high performing mentor are outlined to attract individuals who understand their role as a primary coach who supports and encourages the new educator(s) during their first year of induction. The “Criteria for Mentor Selection “considers the “Qualities of a High Performing Mentor Teacher” and is used along with the Mentor Self-Survey, Mentor Application, Administrative Interview and Classroom Evaluation Information to assess the criteria necessary for mentor selection by the building administration.

### **Mentor Training Program**

This program addresses the mentor. It will include a focus on: the qualities of effective mentors; criteria for mentor selection; mentor roles and responsibilities; and facilitation of the elements contained in a comprehensive mentor training and support.

## **Sample Agenda: District Mentor Training**

### **Mentor Training I (Summer Training)**

- Understanding the Regulations and State Guidelines
- Roles and Responsibilities of the Mentor
- Roles and Responsibilities of the Novice Teacher

- Roles and Responsibilities of the School Leader
- District Mentoring Plan
- Needs of the New Teacher
- Adult Learning Theory

#### **Mentor Training II (August/Novice Teacher Orientation)**

- Meet the novice teacher and gain knowledge of the role of journaling in strengthen communication between the mentor and novice teacher.

#### **Mentor Training II (September- October)**

- Case Studies of New Teachers: Common Problems
- Conferencing and Communication Skills (journaling and dialogue)
- Facilitating Inquire Based Learning Community

#### **Mentor Training III (November- December)**

- Peer Coaching Models
- Observation Models

#### **Mentor Training Support Group IV (ongoing)**

This model will provide opportunities for practicing mentors to meet with the District Mentoring Coordinator to discuss issues and experiences.

#### **Mentor Training IV ( March and April)**

(This module is done with the Mentor and novice Teacher working as a team.)

- Designing an Effective Professional Growth Plan That Enhances an Individual's Professional Growth.
- Professional Development Strategies (action research, study groups, etc.)





### **Pre-Service Orientation**

This program assists new teachers in learning about the district by attending an orientation program. Time will be provided for the teachers to meet with their mentors, building principals, Fort Lee Education Association and Central Office personnel.

## **Sample Novice Teacher Training Module: Fort Lee Academy of Professionalism (FLAP)**

### **A Comprehensive Induction and Mentoring Program**

The Fort Lee Academy of Professionalism (FLAP) will offer a series of professional development workshops designed to support the novice teachers practice and enrich the on-going dialogue between mentor and novice teaching pairs. Attendance is required by mentors and novice teachers. Sessions will be offered on a regular basis for mentor and novice teacher teams. Release time will be arranged to enable teachers in the mentor program to attend.

All professional learning opportunities are aligned with and support the NJ Professional Standards for Teachers as referenced in N.J.A.C. 6a:9-3.3.

### **ISLIC Standard**

**Session I: New Teacher Orientation : 3-Day Pre-service Program for teachers new to the Fort Lee Fort Lee School District.**

- **Day 1: (AM) Superintendent's & Human Resources Orientation**
  - FLEA/Superintendent Community Bus Ride
  - FLEA/Superintendent luncheon

**(PM)Technology Training & work time with tech mentors and mentor for content assistance**

- **Day 2: (AM) Mentors & Novice Teachers with Building Administrators**
  - **(PM) Mentors & New Teachers Planning**
- **Day 3: (AM) Mentors & New Teachers w/ Mentor Program Coordinator**
  - (PM) Mentors & New Teachers – first day planning**

### **Mentoring Program**

All first year teachers, newly hired to the district, will be assigned a mentor for the first year of employment with the district. The purpose of the mentor will be to reduce the isolation experienced by novice teachers by providing them with opportunities to learn and collaborate with colleagues who support their professional growth.

### **Fort Lee Academy of Professionalism (FLAP)**

Each semester opportunities for professional development will be provided by the district. All educators new to the Fort Lee Public School District are expected to attend. Mentors are asked to attend to nurture a professional development connection that will promote the personal and professional growth of the novice teacher.

## **Fort Lee Professional Academy – (FLAP)**

**15-hour Mentoring/Induction professional development sessions for all Novice teachers teaching under a provisional license will be offered. Each session will be 90 minute for 10 weeks at 4:00-5:30 p.m. for novice teachers. Scheduling will be dispersed throughout the school year.**

- **Probationary teachers are expected to attend.**
- **Mentors are expected to attend**
- **Professional growth opportunity for all district staff. All other staff is invited to attend on a "drop-in" basis**
- **Professional Development hours are earned for all attendees and presenters.**
- **Group support for Novice Teachers**

- Time for mentors & mentees to process information and experiences provided by building administrators.
- “Workshops” co-taught by teachers and administrative team
- Course syllabus will follow the NJ Standards for Teachers.

**Session I: (New Teacher Orientation – noted above)**

Session II:	Classroom Management	Standard 5
Session III:	Lesson Planning	Standards 4, 10
Session IV:	Common Core State Standards	Standards 1, 4
Session V:	Assessment/Data Analysis/Lesson Planning	Standards 5, 8
Session VI:	Differentiated Instructions	Standards 4, 6, 7
Session VII:	How the Brain Learns/ Special Needs	Standards 2, 7
Session VIII:	Diverse Learners/Culturally Responsive Teaching	Standard 3

Participation in a minimum of one of the following areas is required during the second and third year:

- Two professional workshops outside of the district that focus on subject matter knowledge
- Participation in a professional book study group
- Conducting an action research project that uses data to drive decision making
- Enrollment in an alternate teacher education program or graduate school



## Criteria for Mentor Selection

A mentor is a tenured teacher with at least four years of teaching experience and certified as a mentor in the Fort Lee Public School District.

A Mentor must: (F4-R4)

1. Be experienced and certified in the subject area in which the novice teacher is teaching, where possible.
2. Be recommended, selected, and approved by the administrative team, based on demonstrated exemplary command of content area knowledge and pedagogy; demonstrated qualities as a continuous learner; and interpersonal skills which convey hope and optimism for success as a teaching professional.
3. Committed to the goals of the Fort Lee Public School District mentoring plan.
4. Maintain the confidential nature of the mentor teacher/novice teacher relationship.
5. Be knowledgeable about the social and workplace norms of the district board of education and the community.
6. Be knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
7. Provide letters of recommendation as determined by the district mentoring plan from those who are familiar with the mentor teacher applicant's work.
8. Agreeable to completing the comprehensive mentor training program

Other Criteria to be considered in the selection of mentors include:

- Strong interpersonal skills
- Credibility with peers and administrators
- Leadership Capacity
- Demonstrated curiosity and eagerness to learn
- Respect for multiple perspective
- Demonstrated commitment to improving the academic achievement of all students
- Experience with coaching or other collaborative models.

## Qualities of a High-Performing Mentor Teacher

The chart below reflects the qualities of a high performing mentor. Appendix A/ Mentor Rubric provides a guide to assess mentor effectiveness, as defined by the NJ Mentoring for Quality Induction: A Toolkit for Program Development.

<b>Commits to the Roles and Responsibilities of Mentoring</b>	<b>Accepts the Novice Teacher as a Developing Person and Professional</b>	<b>Reflects on Interpersonal Communications and Decisions</b>
<ul style="list-style-type: none"> <li>• Dedicates time to meet with the novice teacher</li> <li>• Persists in efforts to assist the novice teacher despite obstacles or setbacks</li> <li>• Maintain congruence between mentoring words and actions</li> <li>• Attends meetings, training or other professional development opportunities related to mentoring</li> <li>• Models self-reflection and self-assessment as hallmarks of professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Endeavors to see the world from the novice teacher's point of view</li> <li>• Anticipates the needs of the novice teacher by thinking like a novice teacher</li> <li>• Understands the common problems and concerns of the novice teacher</li> <li>• Applies theories of adult learning and development</li> <li>• Models acceptance of diversity in others</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on what, where, when, and how to communicate with the novice teacher</li> <li>• Adjusts communication style to the developmental needs of the novice teacher</li> <li>• Respects the confidentiality of the mentor-novice teacher relationship</li> <li>• Self-discloses regarding one's own professional challenges</li> <li>• Models effective helping relationship skills</li> </ul>
<b>Serves as an Instructional Coach</b>	<b>Models a Commitment to Personal and Professional Growth</b>	<b>Communicates Hope and Optimism for the Future</b>
<ul style="list-style-type: none"> <li>• Employs the clinical cycle of instructional support</li> <li>• Values the role of shared experiences in the coaching process</li> <li>• Engages the novice teacher in a professional learning community whenever possible</li> <li>• Possess knowledge of effective teaching practices</li> <li>• Models openness to new ideas and instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lives the life of learner as well as teacher</li> <li>• Engages the novice teacher as fellow student of learning and teaching</li> <li>• Pursues professional growth related to teaching and mentoring</li> <li>• Advises the novice teacher on professional growth opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages and praises the novice teacher</li> <li>• Holds and communicates high expectations for the novice teacher</li> <li>• Projects a positive disposition toward the teaching profession</li> <li>• Avoids criticism of students, parents, and colleagues</li> </ul>

*Source: The Good Mentor, J. Rowley, Educational Leadership, 56(8), 20-22. ©1999 Reprinted with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD*

	<b>Actively Involved Mentor</b>	<b>Involved Mentor</b>	<b>Buddy System Mentor</b>	<b>Non-involved Mentor</b>
<b>Availability</b>	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
<b>Problem Solving</b>	The mentor frequently led the new teacher into discovering possible solutions to problems on his or her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he or she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his or her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he or she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he or she would have handled the situation.
<b>Reflective Questions</b>	The mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his or her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questioning to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his or her teaching. No attempt was made to have the new teacher think about his or her teaching practices. The mentor imparted his or her knowledge rather than asking questions.

Developed by R. Willabee, Grand Rapids Public Schools, Revised December 2003.

# Components of Mentor Training: Mentor Rubric

**RESOURCE 3: Sample Mentor Rubric (continued)**

	<b>Actively Involved Mentor</b>	<b>Involved Mentor</b>	<b>Buddy System Mentor</b>	<b>Non-involved Mentor</b>
<b>Confidentiality</b>	The mentor closely adhered to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conference.	The mentor closely adhered to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conferences.	The mentor adhered to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration.	The mentor was unfamiliar with the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions were shared with other staff or administration inappropriately.
<b>Feedback</b>	The mentor engaged in observing the new teacher's classroom on several occasions. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices" that were observed. Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher's classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices" that were observed. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback, reinforcing "Best Practices".	Feedback to the new teacher was not based on classroom observations or contact with the new teacher. Feedback consisted mostly of the mentor telling how he or she would handle the situation.
<b>Encouragement</b>	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district and the community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district & community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his or her hard work and efforts. The encouragement was genuine.	The mentor provided little or no encouragement to the new teacher.

Source: MI-Map 3.5 Mentoring New Teachers (pp.34-35), by Michigan Department of Education Office of School Improvement. Used with permission.

# Self-Survey: Should I become a Mentor?

This checklist is designed to help teachers who are considering becoming mentors. Please place an X in the column that represents the degree to which the statement characteristics the way you see yourself. You may add those qualities (insert in 19\* or 20\*) that represent the unique or special assets you might bring to mentoring.

Statement	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 am willing to 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 subject(s) I teach.					
12. I set high standards for my students and for myself.					
13. I use a variety of teaching methods, and my students achieve 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.					
19.*					
20.*					

Source: MI-Map 3.5 *Mentoring New Teachers* (pp.34-35), by Michigan Department of Education Office of School Improvement. Used with permission in Toms River School District, Montclair School District, and Washington Township, NJ.



## MENTOR APPLICATION

Please PRINT and return to Mentor Facilitator or Site Administrator.  
Approval of application will follow procedures outlined in District Mentoring Plan

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Name \_\_\_\_\_ School \_\_\_\_\_

Email \_\_\_\_\_

Phone (home) \_\_\_\_\_ (Work) \_\_\_\_\_ (other) \_\_\_\_\_

SS# (for district use to pay stipend; will be kept confidential) \_\_\_\_\_

Position \_\_\_\_\_ Level of teaching license (circle) I II III

Grade levels taught \_\_\_\_\_ Subjects \_\_\_\_\_

Endorsements \_\_\_\_\_ Highest degree earned \_\_\_\_\_

Recognition/Awards \_\_\_\_\_

Years of teaching experience \_\_\_\_\_ Mentoring experience \_\_\_\_\_

Please check YES or NO:

YES NO

- \_\_\_ \_\_\_ Are you willing to serve as a mentor for one school year?
- \_\_\_ \_\_\_ Are you willing to receive mentor training if you haven't already had it?
- \_\_\_ \_\_\_ Do you participate in staff development opportunities?
- \_\_\_ \_\_\_ Do you incorporate current best practices into your teaching?
- \_\_\_ \_\_\_ Have you completed a self assessment for mentoring, "Self-evaluation for Mentors?"
- \_\_\_ \_\_\_ Are you willing to complete observations of your protégé, as well as formative evaluations of the observations? Formative evaluation is a formal document that identifies data that is requested by the classroom teacher, thoroughly explained in the mentor training.

On the reverse of this application, or on another sheet, please write a short paragraph explaining why you would like to mentor a beginning teacher.

Professional references (3 people who can attest to your work as an educator and your collaborative abilities)

1. Name \_\_\_\_\_ Phone(s) \_\_\_\_\_

Address \_\_\_\_\_

2. Name \_\_\_\_\_ Phone(s) \_\_\_\_\_

Address \_\_\_\_\_

3. Name \_\_\_\_\_ Phone(s) \_\_\_\_\_

Address \_\_\_\_\_

Mentor Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Approval: \_\_\_ YES \_\_\_ NO

Principal's Signature \* \_\_\_\_\_ Date \_\_\_\_\_

\*Approval indicates that the principal approves application and appropriate release time to facilitate mentor/protégé partnership as per district Mentoring Plan.

## Matching Mentors with Novice Teachers

Every attempt will be made to successfully match a mentor with the novice teacher. Successful matching of the mentor and the novice teacher is essential to creating a positive mentor-novice teaching relationship. The following list of matching criteria will be used when making this decision:

- Similar grade level or content area;
- Common planning periods;
- Close proximity of mentor and novice teacher classrooms; and
- Compatibility of the mentor and novice teacher

Personalities, communication styles, and gender might also be taken into consideration for matching purpose.



## Terms for the Mentor Contract

1. The mentor will be compensated as defined in the teachers' contract.
2. Each building administrator will support the district mission by providing the resources necessary to support the mentor/novice teacher collaborative relationship.
3. If a shortage of mentors exists, Mentors might need to be selected from among teachers outside the novice teacher's content area/grade level, within the school/district or from among retired educators (allowable by law). Mentoring might have to occur as a group of teachers working together rather than in a one-on-one arrangement.
4. Mentors will agree to follow the guidelines for the district new teacher mentoring program and provide documentation, as required, that verifies compliance with program goals.
5. Adhering to the State requirement for maintaining confidentiality between partners
6. It is recognized that not all mentor/novice teacher relationships will work for a wide variety of reasons. Consultation with the building principal when challenges arise and intervention is needed will assist the team in ensuring a successful experience.



# Mentor & Novice Teacher Partnership Information Sheet

To be completed by Mentor and Novice Teacher individually

**PLEASE PRINT**

Name \_\_\_\_\_

I am a (circle one)      **MENTOR**                      **NOVICE TEACHER**

School \_\_\_\_\_

Grade levels taught or assignment \_\_\_\_\_

Site Phone \_\_\_\_\_ Other Phone \_\_\_\_\_

Home Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Most frequently used email address \_\_\_\_\_

(If this information changes, please contact your personnel department, mentor coordinator and mentor)

Date of employment with current assignment: \_\_\_\_\_

Partner (mentor or novice teacher) \_\_\_\_\_

## Sample A. Mentoring Partnership Agreement

Instructions: This is a sample of the mentoring partnership agreement.

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

- 1.
- 2.
- 3.

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

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:
2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:
3. Maintain confidentiality of our relationship. Confidentiality for us means...
4. Honor the ground rules we have developed for the relationship. Our ground rules will be...
5. Provide regular feedback to each other and evaluate progress. We will accomplish this by...

We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

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

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Mentor's Signature and Date

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Novice Teacher's Signature and Date

Source: *The Mentor's Guide: Facilitating Effective Learning Relationships* (p. 110), L. Zachary, 2000, San Francisco, CA: Jossey-Bass. Reprinted with permission.

## Sample B. Streamlined Mentoring Partnership Agreement

**Instructions:** This is a streamlined sample of a mentoring partnership agreement.

**Goals:**

**Learning Outcomes:**

**Ground Rules:**

**Parameters for the Relationship:**

**Steps to Achieving the Goals and Learning Outcomes:**

**Time Frame:**

**Checkpoints:**

---

Mentor's Signature and Date

---

Novice Teacher's Signature and Date

*Source: The Mentor's Guide: Facilitating Effective Learning Relationships (p. 111), L. Zachary, 2000, San Francisco, CA: Jossey-Bass. Reprinted with permission.*



**Fort Lee**

**Public Schools**

## COMPATIBILITY REPORT

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This document helps to initiate procedures for addressing disputes or grievances between mentors and beginning teachers.

Name \_\_\_\_\_

My Mentor/Novice Teacher is \_\_\_\_\_

Please indicate with an x the statement that best describes your relationship with your partner (mentor or novice teacher)

\_\_\_\_\_ Everything is moving along fine!

\_\_\_\_\_ I have some concerns that I would like to discuss.

\_\_\_\_\_ This isn't working! Please help!

\_\_\_\_\_ I need to discuss the grievance procedure with the mentor coordinator.

Date of Response \_\_\_\_\_ and Comments:

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This form should be filled out quarterly and turned in to the Building Principal or District Mentor Coordinator. The Mentor/Novice Teacher checklist and logs that reflect the partnership work for the same quarter should be attached.

## **Mentor/Novice Teacher Partnership**

### **Activity Guide and Support Materials**

**Mentors help novice teachers learn by doing and communicating openly during the first critical year(s) of teaching. The materials provided follow the NJ Mentoring for Quality Induction: A Toolkit for Quality Induction which can be found on the NJ Department of Education Website.**

**District mentoring starts early and involves many individuals and resource tools. A mentor takes on many roles in his/her position as a mentor. The mentor will be a resource to provide guidance in three goal areas: Needs Assessment/Goal Setting, Ongoing Discussions related to classroom management, curriculum planning, classroom organization, and other pedagogical concerns; and, Peer Observation and One-on-One Coaching.**

**During the first year, mentor/novice teachers are required to log a minimum of sixty hours for interaction. This time allocation is for discussion of topics specifically related to mentoring, as outlined in the Goals position of this plan. For the second year, the minimum time allocation will be lowered to forty hours. Time logs will be reviewed periodically and submitted to the Mentoring Coordinator at the end of each quarter.**

- It is suggested, but not required, that both mentor and novice teacher maintain a journal, so that they may reflect upon problems encountered, situations resolved and other pertinent issues discussed during the school year. At the end of each school year, both participants will be asked to submit written evaluations of select experiences.**
- Both mentor and novice teacher will be given a total of three days release time during each school year. Mentors may request time (half day or full day) for use in such activities as attending workshops, classroom visits, planning and conferencing, or any other mentoring activities as requested by the participants. The district will provide for substitute coverage in these instances.**
- All participants in the mentor program will attend quarterly conferences with the chair to evaluate progress and discuss any issues pertaining to the program. The chair will also meet with mentors on a regular basis, formally (once per month) and informally so as to keep better informed with the program.**

## Understanding and Applying New Jersey Professional Standards for Teachers

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State regulations for mentoring require that all novice teachers acquire the knowledge, dispositions, and performances defined in the New Jersey Professional Standards for Teachers, which describe what all teachers should know and be able to do.

The ten professional standards for teachers focus on:

1. Subject matter Knowledge
2. Human growth and development
3. Diverse learners
4. Instructional planning and strategies
5. Assessment
6. Learning environment
7. Special needs
8. Communication
9. Collaboration and partnership
10. Professional development

The New Jersey Professional standards for Teachers have been established to guide teachers in:

- Promoting reflection of the impact of teacher effectiveness on student learning.
- Facilitating formation of professional goals to improve teaching practice; and
- Monitoring and assessing progress toward professional goals and continuous improvement in teaching practice.

Training aligned with the New Jersey Professional Standards for Teachers that might be offered for novice teachers during their first year of teaching includes:

### **CLASSROOM MANAGEMENT – Standard 6 (Learning Environment)**

*What does a novice teacher need to know and be able to do to establish a learning environment?*

Research on classroom management skills reveals:

- Consistent, proactive discipline is the crux of effective classroom management.
- Effective teachers establish routines for all daily tasks and needs.
- Effective classroom managers orchestrate smooth transitions and continuity of momentum throughout the day.
- Effective classroom managers can multitask.
- Effective educators have a heightened awareness of all actions and activities in the classroom.



- Classroom management skills include the use of space and proximity or movement around the classroom for nearness to trouble spots and to encourage attention.
- Effective teachers anticipate potential problems as a means to limit disruption.
- Effective classroom teachers resolve minor inattention and disruption before they become major disruption.
- Effective classroom managers are able to increase student engagement in learning and make good use of every instructional moment.
- Effective teachers seem to have eyes in the backs of their heads (Stronge, 2002, pp.27-28).

### **ADDRESSING DIVERSITY – Standard 3 (Diverse Learners)**

*What does a novice teacher need to know and be able to do to understand and address the diverse needs of all students?*

Novice teachers need to become culturally responsive by exploring their own personal histories and experiences, as well as the histories of their students and their families; developing an appreciation for diversity; engaging in reflective thinking and writing; and reading about and/or visiting teachers in diverse settings. As a novice teachers plan lessons and reflect on lessons taught and/or observed, they need to be aware of and design teaching practices that recognize and utilize the students' cultures and languages in their classrooms and respect their diversity. (Richards, Brown, & Forde, 2004)

### **LESSON PLANNING - Standard 4 (Instructional Planning and Strategies)**

*What does a novice teacher need to know and be able to do to plan effective lessons and use appropriate instructional strategies?*

Effective teaching depends on effective lesson planning, which can be overwhelming for the novice teacher. Developing strategies for effective teaching is an ongoing process that requires the teacher to link curriculum, instruction, and assessment. To be effective, the teacher needs to be able to:

1. Develop instructional strategies and methods that:
  - a. Cover essential core curriculum content over the course of the year;
  - b. Schedule each day and week to address all subject areas within the given time frames;
  - c. Plan daily lessons and thematic units;
  - d. Consistently align lesson objectives with standards to be addressed; and
  - e. Maximize time spent on learning.
2. Select curriculum materials, always keeping standard in mind; and
3. Perform standards-based assessments (formative, diagnostic, summative, formal, and informal) (Jonson, 2002, p.51).

# Mentoring Activity Goal I

## Goal Setting/Needs Assessment

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The following will assist mentor/novice teacher partnerships inventory their experiences and areas of need. This information will not be shared with building administrators. It will only be used by district mentor facilitator to assist in matching you to a mentor and once matched, to give your mentor a concept of your specific strengths and areas where you want to grow.

### Novice Teacher Needs Assessment – Tool A

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

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

#### Information about Policy and Procedures

- The teacher-evaluation system
- Paperwork and deadlines
- Expectations of the principal
- Expectations of my colleagues
- Communicating with parents
- Standardized tests

#### Accessing Resources

- Organizing/setting up my classroom
- Accessing instructional materials and resources
- Arranging field trips
- Ordering materials
- Using the library and media resources
- Working with special services

#### Working with Students

- Establishing classroom routines
- Motivating reluctant learners
- Maintaining student discipline
- Assessing student needs
- Differentiating instruction for individual learners
- Implementing the curriculum
- Evaluating student progress

#### Managing Time

- Organizing my day/week
- Lesson planning
- Following the daily/weekly schedule
- Attending meetings
- Supervising extracurricular activities
- Opportunity for professional development
- Maintaining personal/professional balance

Consideration for our mentor/novice teacher relationship:

Other areas I'd like to address:

## Novice Teacher Needs Assessment – Tool B 26

This survey lets the novice teacher self-evaluate strengths and weaknesses, as well as supply background and experience. The novice teacher may wish to share some of this information with the mentor.

1. List your previous teaching experience, including student teaching.
2. List your three strongest assets as a teacher.
3. List three areas of concern as a novice teacher in \_\_\_\_\_ (school/district).
4. How often would you like to meet with your mentor?
5. In what ways do you think a mentor would be helpful to you?
6. In what activities do you expect your mentor to engage you?

How would you rate your skills in the following areas?

1 = developing      2 = confident      3 = accomplished

- \_\_\_ lesson planning
- \_\_\_ planning for a substitute teacher
- \_\_\_ large group instruction
- \_\_\_ small group instruction
- \_\_\_ one-to-one instruction
- \_\_\_ behavior management
- \_\_\_ developing and administering informal classroom assessments
- \_\_\_ planning instructional units
- \_\_\_ planning and producing instructional materials
- \_\_\_ planning for students with special needs, including those "at risk" and "gifted"
- \_\_\_ parent conferences and communications
- \_\_\_ dealing with crisis in the classroom
- \_\_\_ establishing rapport with faculty and staff
- \_\_\_ understanding teaching/learning styles
- \_\_\_ understanding cultural or ethnic differences
- \_\_\_ ability to set appropriate levels of expectations for student achievement

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

Source: *Mentoring Handbook: Designed for Induction Year Teachers and Mentors* (p. 5), by Montclair School District, NJ. Used with permission.

# New Jersey Professional Standards for Teachers 27

All professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teachers as referenced in *N.J.A.C. 6A:9-3.3*. The Professional Standards for Teachers (and indicators) are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>

— **Standard One: Subject Matter Knowledge**

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

— **Standard Two: Human Growth and Development**

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

— **Standard Three: Diverse Learners**

Teachers shall understand the practice of culturally responsive teaching.

— **Standard Four: Instructional Planning and Strategies**

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

— **Standard Five: Assessment**

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

— **Standard Six: Learning Environment**

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

— **Standard Seven: Special Needs**

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

— **Standard Eight: Communication**

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

— **Standard Nine: Collaboration and Partnership**

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being.

— **Standard Ten: Professional Development**

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

## New Jersey Professional Standards for Teachers Awareness Activity

### Directions:

1. Give each person 7 sticky notes. Identify what a teacher needs to know and be able to do to be an effective teacher in the classroom and write one comment per sticky note.
2. In pairs or triads, share and place sticky notes in the appropriate boxes for the New Jersey Professional Standards for Teachers. (Template for activity is shown below.)
3. As a whole group, reflect and share answers to the following sample questions:
  - What teaching standards have the most notes? Why?
  - Do new teachers need to focus on certain teaching standards more during their first year of teaching? Why?
  - Did you notice any overlap where an idea might fit with several teaching standards? Why?

<b>Subject Matter Knowledge</b>	<b>Human Growth and Development</b>
<b>Diverse Learners</b>	<b>Instructional Planning and Strategies</b>
<b>Assessment</b>	<b>Learning Environment</b>
<b>Special Needs</b>	<b>Communication</b>
<b>Collaboration and Partnerships</b>	<b>Professional Development</b>

Source: Adapted with permission from New Teacher Center @UCSC.

# Sample Individual Growth Plan - Tool A

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## RESOURCE 12: Sample Individual Growth Plan

**Standard:**

**Criterion:**

**Strengths in this area:**

**Challenges in this area:**

**What is the critical question, directly relevant to your classroom assignment, which will focus your professional growth activities and increase your capacity to impact student learning?**

**Based on your critical question, what specific new learning will you need to build your capacity in this area?**

**Discuss and list resources (courses, articles, books, peers, videos, etc.) that could be helpful in achieving your goal:**

**What activities will you engage in to facilitate your learning? How and when do you plan to engage in the described learning activities?**

**How will you check to see if this learning has had a positive impact on student learning in your classroom?**

**Source:** New Jersey Department of Education, Mentoring Task Force, 2005.

# Learning-Focused Growth Plan – Tool B

30

## RESOURCE 11: Sample Learning-Focused Growth Plan

Target Completion Date: \_\_\_\_\_

**Focus for Growth:** What do I want to know/be able to do?

**Filling the Knowledge Gap:** How and where will I learn about it (readings, videos, talk to experts, *etc.*)? How will I build my skill level?

**Implementation Steps:**  
When and how will I use the new information/skill(s)?

**Assessment/Data Collection:** How will I know that I am appropriately implementing new information/skill(s)? To what degree is this new information/skill(s) producing desired student results?

**Assistance Options:** What resources might I need? What resources are available to me?

*Source:* Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.120), by L. Lipton, B. Wellman, & C. Hubbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to [www.miravia.com](http://www.miravia.com).

# Designing Professional Goals

The mentor works collaboratively with the novice teacher to identify the novice teacher's strengths and areas for improvement in teaching practice. Formal and informal assessments used to determine area of focus may include: self-assessments; collaborative assessment logs; data gathered by observations during classroom visitations; and analysis of student work in relation to the Common Core State Standards. Once an area of focus for professional growth has been determined, the novice teacher can write a SMART goal; which is specific, measurable, attainable, relevant, and tactically sound.

Directions: Complete the following SMART goals chart to determine if the goal is specific, measurable, achievable, relevant and tactically sound.

My proposed goal:

SMART Goal Criteria			How the Goal Meets the SMART Goal Criteria
<b>S</b>	Specific, standards-based	<ul style="list-style-type: none"> <li>Clearly focused on what is to be accomplished and why this is important</li> <li>Based on standards for good teaching (New Jersey Professional Standards for Teachers, NBPTS)</li> <li>Based on <i>what</i> must be accomplished, not <i>how</i> it is to be accomplished.</li> </ul>	
<b>M</b>	Measurable	<ul style="list-style-type: none"> <li>Must entail identifiable evidence of achievement</li> <li>Must be based on results</li> </ul>	
<b>A</b>	Achievable	<ul style="list-style-type: none"> <li>Must be attainable within the time frame and resources available – must be within reach</li> </ul>	
<b>R</b>	Relevant	<ul style="list-style-type: none"> <li>Must address clear evidence of need based on multiple sources of data</li> <li>Must be based on increased student learning. <i>How will meeting this goal help students?</i></li> </ul>	
<b>T</b>	Tactically sound	<ul style="list-style-type: none"> <li>Must identify the barriers and challenges in the process of meeting this goal. <i>Is it possible to overcome these barriers in the process of meeting this goal?</i></li> </ul>	



## Mentoring Activity Goal 2

### Substantive Topic Discussions

**Standard 1 (Subject Content Knowledge), Standard 4 (Instructional Planning and Strategies), Standard 5 (Assessment), Standard 6 (Learning Environment), Standard 8 (Communication), and Standard 10 (Professional Development)**

Many first-year teachers feel inadequate and unprepared; have limited knowledge of content and pedagogy; lack information regarding school/district policies and procedures; have limited knowledge and experience dealing with the diverse needs of their students; and have minimal competence in classroom management and organization.

Standards-based formative assessments can provide a confidential structure for interaction between a mentor and a novice teacher and allow for reflection on strengths and areas for growth. The mentor can guide and support the novice teacher in identifying professional learning activities most appropriate to improve classroom teaching. The mentor can help the novice teacher identify and make progress toward his/her identified professional goals by focusing on what types of data to collect during classroom observations, collaboratively planning lessons, making suggestions, and modeling lessons for the novice teacher.

Because of the special relationship between mentor and novice teacher, the interaction is confidential. Therefore, it is important for the school leader to provide time for interactions between mentor and novice teacher and to honor the confidentiality between the two. In order to maintain the confidentiality and trusting relationship between the mentor and the novice teacher, the school leader should not ask or expect the mentor to provide information that would be considered "evaluative" or to influence the evaluation conducted by the school leader.

Formative assessments used in the mentoring relationship include the following characteristics:

- An ongoing measurement of growth over time;
- Evidence of student learning and teacher practice to help identify areas of strength and for growth.
- Objective and data-based;
- Responsive to the teacher's developmental needs;
- Interactive and collaborative;
- Assessment tools that support inquiry and reflection (ETS, 2001, p.28)

Collaborative assessment logs can be used as the basis for accountability and interaction between the mentor and the novice teacher. Collaborative assessment logs may include the following criteria:

- A clearly articulated goal related to a professional teaching standard;
- A developmental guide and support system based on continuous discussion and ongoing assessment;
- Frequent use of self-assessment and reflection;
- A shared accountability and responsibility for contribution to the mentor-novice teacher relationship (Moir, July 2003).

## Opening Orientation Topics for Mentor & Novice Teacher

The following topics should be considered for discussion between the mentor and novice teacher to help orient them to the district and school during the early days of orientation.

1. Suggestions for the first day and week with students
2. Attendance procedures, roll book, and lesson plans
3. Examples of room arrangements and bulletin boards
4. Reading groups and other small-group practices and suggestions
5. Office referral forms for nurse, discipline, parent pick-up, *etc.*
6. Suggestions for classroom management
7. Answering questions from parents or the press
8. Communicating with parents/caregivers
9. Setting up the classroom
10. Procedures for handing out textbooks and other materials
11. Special Education, especially regarding inclusion
12. Faculty and student handbooks
13. Health-alert list
14. Back-to-School Night
15. Parent conferences and communication logs
16. Emergency exits and areas to bring students for fire drills, *etc.*
17. Field trip guidelines and procedures
18. Student records and confidentiality
19. Grading, interim, and report card procedures and dates
20. Using new or unapproved curriculum materials and controversial topics

*Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 8), by Montclair School District, NJ. Used with permission.*

## Mentor/Novice Teacher Discussion Topics Continued

The following are areas that should be considered for discussion between the mentor and novice teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Lesson plans	Substitute teacher plans
Large-group instruction	Small-group instruction
One-to-one instruction	Classroom behavior management
Informal classroom assessment	Instructional units/cutriculum
Producing instructional material	Crisis in the classroom/emergency plan
Rapport with faculty and staff	Multiple intelligences/learning styles
Cultural/ethnic awareness	Expectations of student achievement
Cooperative learning	NJ Core Curriculum Content Standards
Educational philosophy	Content area
Time management	Content area
Alternate assessment	Teaching styles (observing other teachers)
Grading procedures/grade book	Record keeping
Special events (ex: plays, concerts)	Development assignment of projects
Classroom safety	Confidential information (written/spoken)
Field trips	Telephone/intercom
Report cards/interim reports	Testing procedures
Meeting deadlines	Year-end responsibilities
Professional development	Referral of students to special ed. STARS, English as a Second Language (ESL), and/or Student Assistance Counselor (SAC)

*Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 9), by Montclair School District, NJ. Used with permission.*

## Components of Novice Teacher Training/ Monthly Activity Checklist

Dialogue and discussion are key communication activities that facilitate ongoing professional growth for both novice teacher and mentor. Different types of contact provide numerous ways for mentor and novice teacher to have ongoing interactions. Types of contact include one-on-one interaction, grade level/discipline team meetings, interactive journal, phone calls, e-mails, conferences, drop-in visit, etc. Sample interaction contact logs that might be used by a mentor-novice teacher pair follow.

### **AUGUST / SEPTEMBER**

- \_\_\_ Welcome the novice teacher with a phone call prior to school.
- \_\_\_ Give the novice teacher a tour of the building and introduce staff members.
- \_\_\_ Review the building procedure book together.
- \_\_\_ Discuss the policies and social traditions of the school/district.
- \_\_\_ Show the novice teacher how to get necessary materials and books.
- \_\_\_ Review emergency procedures for the building.
- \_\_\_ Share building schedules.
- \_\_\_ Be accessible the first day and week.
- \_\_\_ Help the novice teacher set goals for the first week.
- \_\_\_ Discuss basic discipline policies for the school.
- \_\_\_ Review lesson plan procedures.
- \_\_\_ Help the novice teacher understand the phone and technology procedures.
- \_\_\_ Explain school/district forms.
- \_\_\_ Review grading/assessment procedures.
- \_\_\_ Discuss portfolio and journal expectations for the mentoring program.
- \_\_\_ Review evaluation and observation procedures.
- \_\_\_ Establish a regular routine for meetings with your novice teacher.
- \_\_\_ Write a brief note of support – share your own “starting out” stories.
- \_\_\_ Get the novice teacher ready for Back-to-School events.
- \_\_\_ Let the novice teacher know of upcoming professional learning opportunities.
- \_\_\_ Review holiday/birthday procedures.
- \_\_\_ Visit informally as the novice teaches a lesson.
- \_\_\_ Share professional development procedures.
- \_\_\_ Discuss how to call out sick and set up for a substitute.
- \_\_\_ Encourage parental communication.
- \_\_\_ Discuss special needs students.
- \_\_\_ Review faculty meeting procedures.

### **OCTOBER / NOVEMBER**

- \_\_\_ Review field trip procedures.
- \_\_\_ Review and discuss classroom and time management.
- \_\_\_ Explain how to make referrals (PAC committee).
- \_\_\_ Set up a time for the novice teacher to visit your classroom.
- \_\_\_ Accentuate the positive and encourage reflection.
- \_\_\_ Save student work for conferences.
- \_\_\_ Discuss conferencing procedures.
- \_\_\_ Review progress reports.
- \_\_\_ Look at report card procedures.
- \_\_\_ Continue to look at effective classroom practices.
- \_\_\_ Share bulletin board and project ideas.
- \_\_\_ Be there on the good days and the bad.

**DECEMBER / JANUARY**

- \_\_\_ Discuss sensitivity to holidays.
- \_\_\_ Make sure the novice teacher is aware of any staff social get-togethers.
- \_\_\_ Review the fall's highlights – successes and challenges.
- \_\_\_ Share bad weather and school closing procedures.
- \_\_\_ Go to a professional learning activity together.
- \_\_\_ Share ideas for lesson plans immediately preceding a holiday.
- \_\_\_ Look at mapping out the semester and discuss pacing.
- \_\_\_ Be encouraging.
- \_\_\_ Prepare for the next report card.

**FEBRUARY / MARCH**

- \_\_\_ Review any standardized testing procedures.
- \_\_\_ Examine standardized available test specs.
- \_\_\_ Review grade or department expectations for students.
- \_\_\_ Review additional observation and evaluation procedures.
- \_\_\_ Encourage your novice teacher to make special plans to celebrate spring break.
- \_\_\_ Discuss special classroom techniques (cooperative and flex groups).
- \_\_\_ Discuss reinforcing behavioral rules right before spring break.

**APRIL / MAY / JUNE**

- \_\_\_ Explain rehiring practices and contracts.
- \_\_\_ Discuss how to design a Professional Improvement Plan.
- \_\_\_ Review end of the year procedures.
- \_\_\_ Take time to celebrate the year.
- \_\_\_ Offer tips for packing up the classroom.
- \_\_\_ Consider ideas for the last weeks of school that engage students in meaningful activities.
- \_\_\_ Review cumulative folder procedures.
- \_\_\_ Share end of the year celebrations with students.

*Source:* Toms Rivers School District, NJ. Used with permission.









## The Importance of Reflecting on Teaching Practice

Reflection may be done formally or informally. It may include reviewing one's teaching mentally, keeping a journal or portfolio, or meeting with a mentor or colleague. Reflecting on teaching practices used during a lesson, via examination of a videotaped lesson taught by the novice teacher or the mentor, may be helpful. Reflection is an important part of improving teaching, as well as enhancing teacher efficacy.

One element of professionalism for an effective teacher is to reflect on one's own teaching practice (Strong, 2002). There are three major elements of reflection. There are three major elements of reflection:

- **Reflection-on-action:** Looking back on what has been done or thought;
- **Reflection-in-action:** thinking and taking action during performance (Schon, 1987).
- **Reflection-for-action:** Analyzing what has been done or thought and drawing conclusions to provide insight into future action (Killion and Todnem, 1991).



# Collaborative Assessment Log – Tool D

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Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Check all that apply:**

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

What's Working:

---

Current Focus – Challenges – Concerns:

---

Teacher's Next Steps:

---

Mentor's Next Steps:

---

Next meeting date: \_\_\_\_\_ Focus: \_\_\_\_\_

**SMK = Subject Matter Knowledge**  
**DL = Diverse Learners**  
**A = Assessment**  
**SN = Special Needs**  
**CP = Collaboration and Partnerships**

**HGD = Human Growth and Development**  
**IPS = Instructional Planning and Strategies**  
**LE = Learning Environment**  
**C = Communication**  
**PD = Professional Development**

*Saww:* Adapted with permission from New Teacher Center @UCSC.

## Mentoring Activity- Goal 3 Observation/Peer Coaching

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During the first school year, the mentor will make two formal observations of the novice teacher. As part of the novice teacher's professional growth, the mentor must incorporate some of the following skills: working with adult learners; observing and collecting data; problem-solving, demonstrating empathy; and providing constructive feedback.

Mentors need to know the characteristics of adult learners, learning styles, and phases of teacher development to facilitate working with novice teachers. Barbknect and Kieffer (2001) identified these four adult learning principles:

1. Adult learners are socially interactive;
2. Adult learners bring rich experiences to learning;
3. Adult learners learn by doing, often in problem-based situations; and
4. Adult learners benefit from the process of feedback and reflection.

It is important that adult learners have professional learning opportunities that provide a deep understanding of a topic (e.g. knowledge) and time to practice new skills with feedback until it changes practice (e.g. performance). Active learning processes for adults include reflection such as "discussion and dialogue, writing, demonstrations, practice with feedback, and group problem-solving." ( NJ Toolkit, F4-10)

## Collegial Coaching

**Standard 1 ( Subject Content Knowledge), Standard 3 (Diverse Learners), Standard 4 (Instructional Planning and strategies), Standard 5(Assessment), Standard 6 (Learning Environment), Standard 7 ( Special Needs, and Standard 10 (Professional Development).**

There are four phases in the collegial coaching cycle: planning, observation of the teaching performance; reflection time; and debriefing. During the planning phase, the mentor and novice teacher determine what specifically will be observed during the classroom delivery of the lesson and how data will be collected so that decisions can be made as to the effectiveness of the lesson. The mentor observes and collects data on the instructional or learning behaviors determine during the planning phase. The observation notes are meant to be a mirror so that the teacher can see what was taking place during the lesson. Following observation, the mentor and novice teacher meet to reflect on instructional actions and the relationship between teaching behaviors and student learning. Debriefing includes problem-solving to effect changes in instructional practices (Dantonio, 1995).

### **Classroom Visitation**

**Standard 1 (Subject Content Knowledge), Standard 3 (Diverse Learners), Standard 4 (Instructional Planning and Strategies), Standard 5 (Assessment), Standard 6 (Learning Environment), Standard 7 (Special Needs), Standard 8 (Communication), and Standard 10 (Professional Development)**

When a mentor visits the classroom of a novice teacher, he/she has an opportunity to observe what is happening in the classroom. By using reflective questioning techniques to engage the novice teacher in reflection after the classroom visitation, the novice and mentor can begin to set goals. The information gathered from the classroom visitation can then be used with the collaborative assessment log to support the novice teacher's reflection in planning for his/her continuous professional growth.

Figure 2 shows a format to guide the mentor and novice teacher in collaborating in a planning conference, making a classroom visitation, and engaging in a reflective conference.

**Figure 2. Format for Preparing and Reflecting on a Classroom Visitation**

<b>Planning Conference (5-10 minutes)</b>	<ul style="list-style-type: none"> <li>• Set a specific date and time for a classroom visitation and follow-up conference</li> <li>• Agree upon what is to be observed</li> <li>• Determine where the mentor is to sit in the classroom</li> <li>• Discuss the lesson plan and what is to be learned</li> <li>• Specify any observation tools to be used</li> </ul>
<b>Classroom Visitation (20-50 minutes)</b>	<ul style="list-style-type: none"> <li>• Observe one or two teaching behaviors or strategies</li> <li>• Use any observation tools agreed upon prior to classroom visitation</li> </ul>
<b>Reflective Conference (10-30 minutes)</b>	<ul style="list-style-type: none"> <li>• Establish a trusting environment</li> <li>• Share any specific data collected</li> <li>• Engage in reflection of lesson</li> <li>• Discuss areas of focus for demonstration lessons or professional learning activities</li> </ul>

*Source:* Jonson, K.J. *Being an Effective Mentor: How to Help Beginning Teachers Succeed*, p. 89, copyright 2002 by Corwin Press, Inc. Reprinted by Permission of Corwin Press, Inc.

## Sample Data Collection During Classroom Visitation

### RESOURCE 17: Sample Data Collection During Classroom Visitation

- Teacher-Student Interactions
- Student Time on Task
- Verbal Flow
- Teacher Proximity to Students
- Wait Time
- Questioning Skills
- Reinforcement
- Use of Motivation
- Instructional Strategies
- Curriculum Approaches
- Teacher Expectations/Student Achievement
- Active Participation Techniques
- Gender Expectations/Student Achievement
- Particular Child or Small-Group Focus
- Overall Classroom Culture
- Other

*Source: MI-Map3.5 Mentoring New Teachers (pp. 12), by Michigan Department of Education Office of School Improvement. Used with permission.*

# Classroom Visitation Observation Sheet – Tool A

**RESOURCE 18: Sample Classroom Visitation Protocol**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson: \_\_\_\_\_

Starting Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

Standards (CCCS):

\_\_\_\_\_  
 \_\_\_\_\_

Lesson Objectives/Purpose: \_\_\_\_\_

Subject/Grade level: \_\_\_\_\_

## Elements of Lesson Design

Anticipatory Set: \_\_\_\_\_

Objective(s) and Purpose: \_\_\_\_\_

\_\_\_\_\_

Input: \_\_\_\_\_

Modeling: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Checking for Understanding: \_\_\_\_\_

Guided Practice: \_\_\_\_\_

Independent Practice: \_\_\_\_\_

\_\_\_\_\_

### Type of Instruction:

Lecture/presentation (L)

Class discussion (CD)

Paired discussion (PD)

Cooperative learning groups (CLG)

Hands-on activity/materials (HOA)

Assessment (A)

Lecture with discussion (LWD)

Demonstration (D)

Technology Used: \_\_\_\_\_

Lesson: \_\_\_\_\_

Source: New Jersey Department of Education, Mentoring Task Force, 2005.

# Mentor/Novice Teacher Observation Sheet – Tool B

<b>Date:</b>	<b>Class:</b>
<b>Teacher:</b>	
<b>Observer:</b>	

**Pre-Observation: What am I looking for? (Mentor)**

**Observation Notes (Mentor)**

**Action Plan: (Mentor)**



## District Mentoring Plan: Components of Mentor Training

### RESOURCE 20: Planning Conference Question Guide

4

four

#### Clarification of Lesson Goals and Objectives

- What is the intent of the lesson?
- What is meant by specific words in your statement of the lesson's purpose?
- What assumptions are you making about the learners?
- What problems are you anticipating?
- How will you know when lesson plans are going well?
- How will you know when lesson plans are not going well?
- What events or actions will lead you to these conclusions?
- How will you adjust your lesson plan if students are not responding as you expected?
- What will students learn from the activities of the lesson?
- What do you anticipate that students will be doing during this particular activity?
- What will their overall expressions be as they do it?
- How do your behaviors influence the students' behaviors?
- How will your behaviors be influenced by students?
- How will you determine if you are successful in achieving the goals and objectives of the lesson?
- What behaviors are you looking for in students if they achieve the goals and objectives?
- What makes you think that the student behaviors envisioned are appropriate for the goals and objectives?

#### Decisions about Instructional Strategies

- What strategies will you be using?
- What makes them appropriate for this lesson?
- What are you expecting students to do in each of the activities guided by your strategies?
- How will you assure that students are behaving in ways appropriate for achieving the learning outcomes?
- In what order will you conduct the strategies?
- Why this order?

#### Focus of the Observation

- What is it that needs to be observed?
- How can we best represent it?
- How will this representation tell us what we are looking for?
- How do I communicate feedback to you?

#### Needs of the Teacher and Affirmations for Accomplishment

- What anxieties are you experiencing?
- How can I help you feel more comfortable?
- Once again, what is it that you want me to look for?
- How can I best communicate it to you following the lesson?
- What would you like for me to do while the lesson is in progress?
- What, if anything, can I do prior to the lesson?

Source: *Collegial Coaching: Inquiry Into the Coaching Self* 2nd edition by M. Dantonio, Bloomington, IN: Phi Delta Kappa International, ISBN 0-87367-744-7, p. 66. Reprinted with permission.



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## District Mentoring Plan: Components of Mentor Training

### RESOURCE 21: Reflection Time Question Guide

4

four

#### Lesson Purpose

- What was the intent of the lesson?
- Why is it important to students?
- What will students gain from this lesson?
- How will it impact their thinking, their attitudes, or their abilities?
- What reasons exist for these beliefs?

#### Teacher Development

- How effectively did the teacher use the instructional practices?
- What was performed well?
- What needs further development?

#### Effects on Students

- In what ways do the practices employed enhance student learning?
- What basis is there for believing this?
- In what ways do the practices employed distract from the intended learning outcomes?
- What could be changed to better meet the needs of students or achieve the lesson outcomes?
- What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

#### Collaborative Communications

- Which of the issues are most important?
- Why are they important?
- What will be my coaching partner's reaction to these issues?
- How can I describe these reflections to my coaching partner during the debriefing conference?

Source: *Collegial Coaching: Inquiry Into the Coaching Self* 2nd edition by M. Dantonio, Bloomington, IN: Phi Delta Kappa International, ISBN 0-87367-744-7, p. 77. Reprinted with permission.

## District Mentoring Plan: Components of Mentor Training

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### RESOURCE 22: Debriefing Question Guide

4

four

#### Statement of Discrepancies

- What did you expect to happen in this lesson?
- What did you plan to do in the lesson?
- What actually happened when you conducted the lesson?
- What issues would you like to focus on?
- Why do you want to focus on these issues?
- What do you hope to gain from our discussion?
- How will this assist you in your instructional development?
- In what way was conducting the lesson different from what you anticipated?
- What was different about your actions?
- What were you thinking about?
- Why did you change from your original plan?
- What was different in the student actions from what you anticipated?
- Why do you think the students responded in this manner?

#### Analysis of Teaching Actions

- What did you feel you did well during the lesson?
- Why do you think it was necessary for you to do that?
- What were you having difficulty with?
- Why do you think that was difficult or not handled as effectively as you would have liked?

#### Generation of Solutions and Effects

- In what way was the situation or experience problematic for you as it evolved?
- Why did this bother you?
- What do you think you should do to change?
- If you change, what do you think will result in terms of students, you, and future instructional events?
- Why is this change important to you?
- How do you plan to implement this change?
- What problems do you think you will have? Why?
- What benefits will be derived from this change?
- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?
- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

Source: *Collegial Coaching: Inquiry Into the Coaching Self* 2nd edition by M. Dantonio, Bloomington, IN: Phi Delta Kappa International, ISBN 0-87367-744-7, p. 84. Reprinted with permission.

**APPROVAL OF CARE PLUS NJ INC. PROFESSIONAL DEVELOPMENT TRAINING FOR GUIDANCE COUNSELORS AND SAC**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the **services of Care Plus NJ Inc. for professional development training** consisting of an 8-hour Youth Mental Health First Aid Presentation for Guidance Counselors and Student Assistance Counselor (SAC) at a cost of \$1,500.

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**FINANCE COMMITTEE**

#1F

RESOLUTION NO. 26421

**APPROVAL - CURRENT BILLS LIST TOTALING \$1,223,209.00**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the payment of the claims on the **current bills list** in the amount of **\$1,223,209.00** for July 2014 (computer checks).

DATED: July 28, 2014  
Attachment

---

Motion by: Mr. Peter Suh

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

<u>ROLL CALL</u>	<u>AYES</u>	<u>NAYS</u>	<u>ABSENT</u>	<u>ABSTAINED</u>
<u>MRS. ESTHER HAN SILVER</u>	<u>X</u>			
<u>MRS. HOLLY MORELL</u>	<u>X</u>			
<u>MRS. CANDACE ROMBA</u>	<u>X</u>			
<u>MR. DAVID SARNOFF</u>	<u>X</u>			
<u>MR. PETER SUH</u>	<u>X</u>			
<u>MR. JOSEPH SURACE</u>			<u>X</u>	
<u>MR. JEFF WEINBERG</u>	<u>X</u>			
<u>MS. HELEN YOON</u>			<u>X</u>	
<u>MR. YUSANG PARK</u>	<u>X</u>			

# Fort Lee Board of Education

## Bills And Claims Report By Vendor Name

JULY 2014

va\_bill5.5  
07/23/2014

Vendor # / Name	PO #	Account # / Description	Check		Check #	Check Amount
			Inv #	Type * Check Description		
<b>Pending Payments</b>						
AMCO ENTERPRISES, INC./ 8772	1314-1975	P3-000-413-450-04-000/ HVAC SCH4	1314-197 5	CF APPL 4		396,139.52
AP EXAMS/ 6251	1314-2527	P1-000-218-390-07-000/ TESTING-HS	1314-252 7	CF ACCT# 310395		19,839.00
AT&T LONG DISTANCE/ 1004	1415-0101	11-000-230-530-10-722/ TELEPHONE		CP ACCT# 0303697878001-JULY14		292.46
BALLETTO, CHERYL/ 6828	1314-2615	P1-000-251-890-10-000/ MISC EXPENDITURES	1314-261 5	CP REIMB.-NJCPA DUES		315.00
		P1-000-251-890-10-000/ MISC EXPENDITURES	1314-261 5	CF REIMB.-AICPA DUES		225.00
			<b>Total for BALLETTO, CHERYL/ 6828</b>			<b>\$540.00</b>
BOULEVARD HARDWARE. CO./ 1243	1314-2597	P1-000-262-610-40-000/ GENERAL SUPPLIES	1314-259 7	CP INV 82743		22.49
		P1-000-262-610-40-000/ GENERAL SUPPLIES	1314-259 7	CP INV 82854		40.72
		P1-000-262-610-40-000/ GENERAL SUPPLIES	1314-259 7	CF INV B4728,A7304		6.72
	1314-2596	P1-000-262-610-40-000/ GENERAL SUPPLIES	1314-259 6	CF INV A5580		40.40
			<b>Total for BOULEVARD HARDWARE. CO./ 1243</b>			<b>\$110.33</b>
CHURCH OF THE GOOD SHEPARD/ 7663	1415-0116	11-000-262-441-10-000/ RENTAL OF LAND & BLDG. O		CP AUG 2014		8,417.00
DIRECT ENERGY BUSINESS (ELECTRIC)/ 8655	1314-2622	P1-000-262-622-10-000/ ENERGY-ELECTRICITY	1314-262 2	CF INV 141820021476433		94.05
DIRECT ENERGY MARKETING,(GAS)/ 8837	1314-2627	P1-000-262-622-10-000/ ENERGY-ELECTRICITY	1314-262 7	CP INV H14389984		198.29
		P1-000-262-622-10-000/ ENERGY-ELECTRICITY	1314-262 7	CF INV H14389986		43.89

\* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

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# Fort Lee Board of Education

## Bills And Claims Report By Vendor Name

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Vendor # / Name	PO #	Account # / Description	Check		Check #	Check Amount
			Inv #	Type * Check Description		
<b>Pending Payments</b>						
DIRECT ENERGY MARKETING,(GAS)/ 8837		P1-000-262-622-10-000/ ENERGY-ELECTRICITY	1314-262 CP 7	INV H14393085		396.58
		P1-000-262-622-10-000/ ENERGY-ELECTRICITY	1314-262 CP 7	INV H14389985		86.47
<b>Total for DIRECT ENERGY MARKETING,(GAS)/ 8837</b>						<b>\$725.23</b>
ENVIRENT, CORPORATION/ 8794	1314-2237	P3-000-418-390-06-001/ ADD MS RENTAL EQUIP	1314-223 CF 7	INV 43277		495.00
FLORIO PERRUCCI STEINHARDT & FADER LLC/ 8416	1314-2611	P1-000-230-331-20-704/ LEGAL-BOARD ATTORNEY	1314-261 CF 1	INV 54888		787.50
FORT LEE BOE - SPECIAL ACCT/ 3813	1314-2610	P2-231-200-600-30-007/ TITLE 1-SUP & MAT-HS	1314-261 CP 0	INV 201445		323.75
		P2-231-200-600-30-007/ TITLE 1-SUP & MAT-HS	1314-261 CP 0	INV 201450		323.75
		P2-231-200-600-30-007/ TITLE 1-SUP & MAT-HS	1314-261 CP 0	INV 201452		323.75
		P2-231-200-600-30-007/ TITLE 1-SUP & MAT-HS	1314-261 CP 0	INV 201451		351.00
		P2-231-200-600-30-007/ TITLE 1-SUP & MAT-HS	1314-261 CP 0	INV 201443		349.65
		P2-231-200-600-30-007/ TITLE 1-SUP & MAT-HS	1314-261 CP 0	INV 201438		349.65
		P2-231-200-600-30-007/ TITLE 1-SUP & MAT-HS	1314-261 CF 0	INV 201442		284.90
	1314-2632	P1-401-100-600-06-000/ STDNT ACT MS-SUPPLIES	1314-263 CP 2	INV 201444		395.00
		P1-401-100-600-06-000/ STDNT ACT MS-SUPPLIES	1314-263 CP 2	INV 201446		46.75
		P1-401-100-600-06-000/ STDNT ACT MS-SUPPLIES	1314-263 CP 2	INV 201453		225.00
		P1-401-100-600-06-000/ STDNT ACT MS-SUPPLIES	1314-263 CP 2	INV 201454		137.50

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# Fort Lee Board of Education

## Bills And Claims Report By Vendor Name

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Vendor # / Name	PO #	Account # / Description	Inv #	Check	Check #	Check Amount
				Type * Check Description		
<b>Pending Payments</b>						
FORT LEE BOE - SPECIAL ACCT/ 3813		P1-401-100-600-06-000/ STDNT ACT MS-SUPPLIES	1314-263	CF INV 201456		835.20
			2			
			<b>Total for FORT LEE BOE - SPECIAL ACCT/ 3813</b>			<b>\$3,945.90</b>
KARL & ASSOCIATES, INC./ 5117	1314-2455	P3-000-419-390-06-000/ ALT MS OTHER PROF	1314-245	CF INV 24988		2,310.00
			5			
	1314-2453	P3-000-413-390-04-000/ HVACSCH4 OTHER PROF	1314-245	CF INV 25045		1,085.00
			3			
	1314-2454	P3-000-413-390-04-000/ HVACSCH4 OTHER PROF	1314-245	CF INV 25041		2,350.00
			4			
	1314-2489	P1-000-262-890-40-000/ OTHER OBJECTS	1314-248	CF INV 25035		2,042.25
			9			
	1314-2613	P1-000-400-390-01-006/ PROF SVC ASBESTOS FEE	1314-261	CF INV 25070		5,250.00
			3			
	1314-2612	P1-000-400-390-01-006/ PROF SVC ASBESTOS FEE	1314-261	CF INV 25071		6,005.00
			2			
	1314-2614	P3-000-403-390-07-000/ ALT FLHS-OTHER PROF FEE	1314-261	CF INV 25069		4,360.00
			4			
			<b>Total for KARL &amp; ASSOCIATES, INC./ 5117</b>			<b>\$23,402.25</b>
LEGACY CONSTRUCTION MANAGEMENT, INC./ 8589	1314-2283	P3-000-418-390-06-000/ ADD MS OTHER PROF FEE	1314-228	CF INV 550		12,566.00
			3			
	1213-2173A	P3-000-419-390-06-000/ ALT MS OTHER PROF	1213-217	CF INV 550		15,300.00
			3			
			<b>Total for LEGACY CONSTRUCTION MANAGEMENT, INC./ 8589</b>			<b>\$27,866.00</b>
LEXISNEXIS RISK SOL FL, INC/ 8263	1314-2616	P1-000-211-600-10-000/ SUPPLIES	1314-261	CF INV 20140630		145.00
			6			
LINDABURY,MCCORMICK/ 4395	1314-2589	P1-000-230-331-20-704/ LEGAL-BOARD ATTORNEY	1314-258	CP INV 2278416		8,805.58
			9			
		P1-000-230-331-20-704/ LEGAL-BOARD ATTORNEY	1314-258	CP INV 2278417		1,336.00
			9			

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Vendor # / Name	PO #	Account # / Description	Check		Check #	Check Amount
			Inv #	Type * Check Description		
<b>Pending Payments</b>						
LINDABURY,MCCORMICK/ 4395		P1-000-230-331-20-704/ LEGAL-BOARD ATTORNEY	1314-258	CF INV 2278430		840.00
	1314-2556	P1-000-230-331-20-704/ LEGAL-BOARD ATTORNEY	9			
			1314-255	CP INV 2279551		10,233.54
			6			
		P1-000-230-331-20-704/ LEGAL-BOARD ATTORNEY	1314-255	CP INV 2277964		176.00
			6			
		P1-000-230-331-20-704/ LEGAL-BOARD ATTORNEY	1314-255	CF INV 2277952		1,280.00
			6			
			<b>Total for LINDABURY,MCCORMICK/ 4395</b>			<b>\$22,671.12</b>
MAK GROUP, LLC/ 8609	1213-2329	P3-000-414-450-04-000/ ROOF SCH4	1213-232	CF APPL 5		15,342.50
			9			
MILLENNIUM COMMUNICATION GROUP, INC./ 8769	1314-2054	P1-000-266-730-40-000/ SECURITY EQUIPMENT	1314-205	CF INV 18336		21,034.48
			4			
MORGRAN NJ HOLDINGS, LLC/ 8333	1314-0226	P1-000-262-622-10-000/ ENERGY-ELECTRICITY	1314-022	CF INV 070114-49		662.69
			6			
	1415-0115	11-000-262-441-10-000/ RENTAL OF LAND & BLDG. O		CP AUG 2014		13,487.00
			<b>Total for MORGRAN NJ HOLDINGS, LLC/ 8333</b>			<b>\$14,149.69</b>
NJ DIVISION OF MOTOR VEHICLE CTR/ 7736	1415-0059	11-000-270-890-10-000/ MISC EXP-TRANSPORT		CF VIN# 1GBEV1G88F403141		191.50
	1415-0060	11-000-270-890-10-000/ MISC EXP-TRANSPORT		CF VIN# 1GBE5V1GX8F403089		191.50
			<b>Total for NJ DIVISION OF MOTOR VEHICLE CTR/ 7736</b>			<b>\$383.00</b>
NJ SCHOOL BOARDS (NJSBA)/ 2700	1415-0379	11-000-230-895-20-000/ BOE- DUES/FEES		CF INV 123008		23,691.10
NORTH JERSEY MEDIA GROUP, INC./ 5436	1314-2626	P1-000-230-592-20-725/ MISC PURCH-ADS	1314-262	CP AD# 3702331		45.79
			6			
		P1-000-230-592-20-725/ MISC PURCH-ADS	1314-262	CF AD# 3704859		24.57
			6			
	1314-2625	P1-000-230-592-20-725/ MISC PURCH-ADS	1314-262	CF AD# 3710588		1,159.45
			5			
			<b>Total for NORTH JERSEY MEDIA GROUP, INC./ 5436</b>			<b>\$1,229.81</b>

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# Fort Lee Board of Education

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			Inv #	Type * Check Description		
<b>Pending Payments</b>						
PUBLIC SVS GAS & ELECTRIC. INC/ 2965	1314-0137	P1-000-262-621-10-000/ ENERGY-NATURAL GAS	1314-013 7	CF JUNE 2014		17,734.96
		P1-000-262-622-10-000/ ENERGY-ELECTRICITY	1314-013 7	CF JUNE 2014		12,067.66
<b>Total for PUBLIC SVS GAS &amp; ELECTRIC. INC/ 2965</b>						<b>\$29,802.62</b>
SCHOOL ALLIANCE INS FUND/ 6080	1415-0251	11-000-230-590-10-591/ ERRORS AND OMISSION INS		CP 1ST INSTALLMENT		32,949.00
		11-000-262-520-10-000/ INSURANCE		CP 1ST INSTALLMENT		72,253.00
<b>Total for SCHOOL ALLIANCE INS FUND/ 6080</b>						<b>\$105,202.00</b>
STAPLES ADVANTAGE(STATE CONTRACT)/ 7817	1314-2634	P1-000-240-600-07-030/ HS SUPPLIES-OFFICE	1314-263 4	CF INV 3233154967		164.97
STAR LEDGER, CO./ 2669	1314-2624	P1-000-230-592-20-725/ MISC PURCH-ADS	1314-262 4	CF AD# I03749338		2,900.00
SUGARMAN DR ALAN/ 1494	1415-0114	11-000-291-270-10-255/ BENEFITS-OVER 70		CP JULY 2014		517.54
UNITED WATER NEW JERSEY, INC./ 3480	1314-0087	P1-000-262-490-10-000/ WATER	1314-008 7	CF JUNE 2014		5,174.29
VANAS CONSTRUCTION, INC./ 8759	1314-2355	P3-000-403-450-07-000/ ALT FLHS	1314-235 5	CF PROJ 12-7970-APPL 2		34,836.00
		P3-000-418-450-06-000/ ADD MS CONSTRUCTION	1314-197 7	CF PROJ 12-7967-APPL 2		53,642.00
	1415-0385	P3-000-418-450-06-000/ ADD MS CONSTRUCTION	1314-197 7	CF PROJ 12-7967-APPL 3		376,024.00
		12-000-400-450-40-000/ CAPITAL PROJECTS		CP PROJ 14-8137-APPL 1		21,344.00
<b>Total for VANAS CONSTRUCTION, INC./ 8759</b>						<b>\$485,846.00</b>
VERIZON (REG.PHONE BILL)/ 1207	1314-0088	P1-000-230-530-10-722/ TELEPHONE	1314-008 8	CF JUNE 2014		6,829.36
VERIZON BUS NET SRV INC/ 7592	1415-0109	11-000-252-340-10-000/ PUR TECH-INTERNET		CP ID# Y2717690-JULY 14		1,080.20

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type * Check Description	Check #	Check Amount
<b>Pending Payments</b>						
VERIZON BUS NET SRV INC/ 7592		11-000-252-340-10-000/ PUR TECH-INTERNET		CP ID# Y2717689-JULY 14		1,750.96
				<b>Total for VERIZON BUS NET SRV INC/ 7592</b>		<b>\$2,831.16</b>
VERIZON WIRELESS, LLC/ 5334	1415-0102	11-000-230-530-10-722/ TELEPHONE		CP ACCT# 486362762-JULY 2014		2,640.12
				<b>Total for Pending Payments</b>		<b>\$1,223,209.00</b>

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**Fort Lee Board of Education**  
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*Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.* Run on 07/24/2014 at 11:21:48 AM

Fund Summary		Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10		11	\$157,461.38				\$157,461.38
	10		12	\$21,344.00				\$21,344.00
	10		P1	\$127,647.15				\$127,647.15
	Fund 10		TOTAL	\$306,452.53				\$306,452.53
	20		P2	\$2,306.45				\$2,306.45
	30		P3	\$914,450.02				\$914,450.02
	GRAND		TOTAL	\$1,223,209.00	\$0.00	\$0.00	\$0.00	\$1,223,209.00

Chairman Finance Committee

Member Finance Committee

**APPROVAL – LINE ITEM TRANSFERS FOR JUNE 2014**

**BE IT RESOLVED**, that upon the recommendation and approval of the Interim Superintendent of Schools, the Board confirms the **line item transfers for the month of June 2014**. In order to accomplish the aforesaid purpose, the Business Administrator was authorized to transfer the amount of money into and out of the line items set forth on the attached schedule.

DATED: July 28, 2014  
Attachment

Motion by: Mr. Peter Suh

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

<b>JUNE 2014 LINE ITEM TRANSFERS-CYCLE 12</b>		
<b>TRANSFERS INTO:</b>		
11-000-211-172	Salaries	200.00
11-000-211-600	Supplies and materials	150.00
11-000-213-100	Salaries	2,200.00
11-000-213-300	Purchased professional and technical services	200.00
11-000-216-100	Salaries	11,100.00
11-000-217-100	Salaries	110.00
11-000-217-320	Purchased professional - educational services	8,000.00
11-000-218-104	Salaries of other professional staff	5,700.00
11-000-218-105	Salaries of secretarial and clerical assistants	300.00
11-000-218-390	Other purchased professional and technical services	6,550.00
11-000-219-104	Salaries of other professional staff	2,700.00
11-000-219-105	Salaries of secretarial and clerical assistants	450.00
11-000-219-592	Other purchased services	250.00
11-000-221-104	Salaries of other professional staff	2,200.00
11-000-222-100	Salaries	3,460.00
11-000-223-104	Salaries of other professional staff	445.00
11-000-223-320	Purchased professional - educational services	6,600.00
11-000-223-500	Other purchased services	500.00
11-000-230-100	Salaries	4,700.00
11-000-230-590	Other purchased services	700.00
11-000-240-103	Salaries of principals/assistant principals	3,100.00
11-000-240-105	Salaries of secretarial and clerical assistants	89,000.00
11-000-240-600	Supplies and materials	600.00
11-000-240-890	Other objects	1,100.00
11-000-251-100	Salaries	2,702.00
11-000-251-890	Miscellaneous expenditures	1,000.00
11-000-252-340	Purchased technical services	1,000.00
11-000-261-420	Cleaning, repair and maintenance services	27,900.00
11-000-262-100	Salaries	12,392.00
11-000-262-610	General supplies	2,300.00
11-000-262-621	Energy (gas)	22,000.00
11-000-262-890	Other objects	300.00
11-000-263-420	Cleaning, repair and maintenance services	600.00
11-000-266-300	Purchased professional and technical services	11,200.00
11-000-266-420	Cleaning, repair and maintenance services	600.00
11-000-270-161	Salaries for pupil transportation (between home and school) - special education	7,600.00
11-000-270-420	Cleaning, repair and maintenance services	5,000.00
11-000-270-511	Contracted services (between home and school) - vendors	2,200.00
11-000-270-512	Contracted services (other than between home and school) - vendors	1,200.00
11-000-270-615	Transportation supplies	1,900.00
11-000-291-260	Workmen's compensation	1,100.00

11-000-291-290	Other employee benefits	50,000.00
11-110-100-101	Kindergarten	1,850.00
11-120-100-101	Grades 1-5	9,395.00
11-130-100-101	Grades 6-8	16,585.00
11-150-100-101	Salaries of teachers	19,380.00
11-190-100-340	Purchased technical services	800.00
11-190-100-500	Other purchased services	1,504.00
11-204-100-101	Salaries of teachers	13,300.00
11-204-100-106	Other salaries for instruction	3,500.00
11-213-100-101	Salaries of teachers	18,250.00
11-213-100-106	Other salaries for instruction	500.00
11-214-100-101	Salaries of teachers	1,895.00
11-214-100-106	Other salaries for instruction	1,465.00
11-216-100-106	Other salaries for instruction	4,040.00
11-240-100-101	Salaries of teachers	865.00
11-240-100-610	General supplies	900.00
11-401-100-390	Purchased services (300-500series)	500.00
11-402-100-600	Supplies and materials	6,300.00
11-421-100-178	Salaries	1,800.00
11-422-100-101	Salaries	400.00
11-422-100-106	Other salaries for instruction	200.00
12-000-266-731	Equipment-Security	22,000.00
12-000-400-390	Other purchased professional and technical services	11,500.00
		<b>438,238.00</b>
<b>TRANSFERS FROM:</b>		
11-000-100-562	Tuition to other LEAs within the state-special	4,000.00
11-000-100-563	Tuition to county vocational school-regular	13,076.00
11-000-100-565	Tuition to county special services school districts and regional day schools	2,262.00
11-000-100-566	Tuition to private schools for the handicapped within the state	7,700.00
11-000-211-100	Salaries	2,890.00
11-000-216-320	Purchased professional - educational services	1,262.00
11-000-216-600	Supplies and materials	500.00
11-000-219-390	Other purchased professional and technical services	250.00
11-000-221-102	Salaries of supervisors of instruction	500.00
11-000-222-320	Purchased professional and technical services	270.00
11-000-222-600	Supplies and materials	389.00
11-000-230-331	Legal services	25,000.00
11-000-230-339	Other purchased professional services	6,000.00
11-000-230-530	Communications/telephone	4,500.00
11-000-252-500	Other purchased services	503.00
11-000-261-100	Salaries	18,019.00
11-000-262-420	Cleaning, repair and maintenance services	31,300.00
11-000-262-441	Rental of land and buildings other than lease	200.00

	purchase agreements	
11-000-262-490	Other purchased property services	6,700.00
11-000-262-622	Energy (electricity)	38,000.00
11-000-266-610	General supplies	3,500.00
11-000-270-503	Contracted services - aid in lieu of payments for non-public school students	5,500.00
11-000-270-514	Contracted services (special education students) - vendors	15,000.00
11-000-291-220	Social security contributions	19,000.00
11-000-291-270	Health benefits	1,520.00
11-140-100-101	Grades 9-12	6,678.00
11-190-100-106	Other salaries for instruction	81,460.00
11-190-100-610	General supplies	512.00
11-216-100-101	Salaries of teachers	290.00
11-230-100-101	Salaries of teachers	39,520.00
11-401-100-100	Salaries	46,347.00
11-401-100-600	Supplies and materials	13,290.00
11-401-100-800	Other objects	2,700.00
11-402-100-100	Salaries	2,900.00
11-402-100-800	Other objects	3,200.00
12-000-400-450	Construction services	33,500.00
		<b>438,238.00</b>
		-

**APPROVAL - CAFETERIA CLAIMS  
FOR MAY 2014 TOTALING \$139,470.85**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the following claims for **Cafeteria** for the month of **May 2014** should be paid.

<u>Check #</u>	<u>TD Bank</u>	<u>Check Amount</u>
<b>10253</b>	<b>Commercial Appliance Service, LLC</b>	<b>\$ 649.60</b>
<b>10254</b>	<b>Chartwells</b>	<b>14,820.21</b>
<b>10255</b>	<b>Chartwells</b>	<b>117,070.56</b>
<b>10256</b>	<b>Christiphor Ashman</b>	<b>53.55</b>
<b>10257</b>	<b>Elijah Blumenkranz</b>	<b>38.95</b>
<b>10258</b>	<b>Henry Hekman</b>	<b>247.60</b>
<b>10259</b>	<b>Commercial Appliance Service, LLC</b>	<b>1,945.65</b>
<b>10260</b>	<b>Beyer Bros. Corp.</b>	<b>746.11</b>
<b>10261</b>	<b>E.M.C. Construction, LLC</b>	<b>1,475.00</b>
<b>10262</b>	<b>M-Tucker Co., Inc.</b>	<b>2,423.62</b>
<b>Total</b>		<b>\$139,470.85</b>

DATED: July 28, 2014

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Motion by: Mr. Peter Suh

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

<u>ROLL CALL</u>	<u>AYES</u>	<u>NAYS</u>	<u>ABSENT</u>	<u>ABSTAINED</u>
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			



**PROPOSED BREAKFAST AND LUNCH PRICES FOR 2014-2015**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board approves the following **breakfast and lunch prices for the 2014-2015 school year**.

Elementary Breakfast Paid	\$1.70	Elementary Breakfast Reduced	.30
Elementary Lunch Paid	\$2.55	Elementary Lunch Reduced	.40
Middle School Lunch Paid	\$2.65	Middle School Lunch Reduced	.40
High School Lunch Paid	\$2.75	High School Lunch Reduced	.40
Middle School Breakfast Paid	\$1.70	Middle School Breakfast Reduced	.30
High School Breakfast Paid	\$1.80	High School Breakfast Reduced	.30
Select Special Lunch	\$3.10		

DATED: July 28, 2014

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Motion by: Mr. Peter Suh

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**SUMMER CAMP TUITION REIMBURSEMENT**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board approves a **motion to reimburse the parents of student JM for the education costs of Special Education Camp** as per the recommendation of the Director of Special Services in the amount of \$8,400.

DATED: July 28, 2014  
(As Amended)

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Motion by: Mr. Peter Suh

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPROVAL OF DAVID CARAVELLA TO PROVIDE DRILL DESIGN FOR MARCHING BAND FOR 2014-2015 AT A TOTAL COST OF \$1,400**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves **David Caravella to provide Drill Design for Marching Band** for the 2014-2015 school year, at a total cost of \$1,400.

DATED: July 28, 2014

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Motion by: Mr. Peter Suh

Seconded by: Mrs. Candace Romba

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**HEALTH-WELFARE & SAFETY COMMITTEE**

#1HWS

RESOLUTION NO. 26427

**PAYMENT OF BEDSIDE INSTRUCTION SERVICES**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **payment of Bedside Instruction Services**, as outlined below:

<b>Time Period</b>	<b>Facility</b>	<b>Provider</b>	<b>Hourly Rate</b>	<b># of Hours</b>	<b>Total</b>
6/04-05/14	Tomorrow's Children HUMC	Education Inc.	49.00	2.66	130.34

DATED: July 28, 2014

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Motion by: Mr. David Sarnoff

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

<u>ROLL CALL</u>	<u>AYES</u>	<u>NAYS</u>	<u>ABSENT</u>	<u>ABSTAINED</u>
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPROVAL OF BERGEN COUNTY SPECIAL SERVICES  
IDEA CONTRACT FOR 2014-2015**

**WHEREAS**, the IDEA Federal Grant provides funds for services to non-public school students for 2014-2015, and

**WHEREAS**, the Bergen County Special Services School District offers these services to be delivered to non-public students at the non-public school, and

**NOW, THEREFORE BE IT RESOLVED**, that a contract be authorized to provide Supplemental Instruction, Speech and Occupational Therapy Services to non-public school students at the rates identified in Schedule A attached to the proposed contract at a total cost not to exceed the IDEA Grant award.

DATED: July 28, 2014  
Attachment

Motion by: Mr. David Sarnoff

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			



**BERGEN COUNTY SPECIAL SERVICES**

192/193 Services To Nonpublic Schools

E64 Midland Avenue, Paramus, New Jersey 07652 • Tel. (201) 343-6000 ext. 6017 • Fax (201) 265-2889

**2014-2015 School Year**

Annual Contract for I.D.E.A. services for Fort Lee Public School District

This letter serves as a contract between **Bergen County Special Services School District (BCSSSD)** and **Fort Lee Public School District** for the provision of educational services for your non-public school students through I.D.E.A. funding.

Please check off below the services that Bergen County Special Services will provide for your district:

- Supplemental Instruction
- Speech
- Occupational Therapy \* See Schedule A
- Teacher of the Deaf
- Audiologist

The teachers' and/or therapists' roles in the schools will be to provide services in addition to 192/193 services. The staff will be supervised and employed by Bergen County Special Services.

The service providers will communicate and develop a cooperative relationship with the appropriate Department or Administrative Staff in each school.

Fort Lee will pay Bergen County Special Services up to the maximum of \$ 21,118.00 to be billed, following the start of services.

**FOR BERGEN COUNTY SPECIAL SERVICES SCHOOL DISTRICT**

**FOR FORT LEE PUBLIC SCHOOL DISTRICT**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

AP/kl

**2HWS\***

**Schedule A**

**2014-2015 Rates for IDEA Services**

<b>SI/Speech</b>	<b>\$96/40 minute period</b>
<b>SI/Speech</b>	<b>\$72/30 minute period</b>
<b>OT/PT</b>	<b>\$133/1 hour</b>
<b>Teacher of the Deaf</b>	<b>\$172/1 hour</b>
<b>Audiology</b>	<b>\$200/1 hour</b>
<b>Behaviorist</b>	<b>\$95/1 hour</b>
<b>Social Worker</b>	<b>\$95/1 hour</b>

**PERSONNEL COMMITTEE**

**#1P**

RESOLUTION NO. 26429

**APPROVAL - STAFF TRIPS AND CONFERENCES TOTALING \$60.02**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the **attendance of staff members at the conferences** listed on the attached summary.

DATED: July 28, 2014  
Attachment

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

<u>ROLL CALL</u>	<u>AYES</u>	<u>NAYS</u>	<u>ABSENT</u>	<u>ABSTAINED</u>
<u>MRS. ESTHER HAN SILVER</u>	<u>X</u>			
<u>MRS. HOLLY MORELL</u>	<u>X</u>			
<u>MRS. CANDACE ROMBA</u>	<u>X</u>			
<u>MR. DAVID SARNOFF</u>	<u>X</u>			
<u>MR. PETER SUH</u>	<u>X</u>			
<u>MR. JOSEPH SURACE</u>			<u>X</u>	
<u>MR. JEFF WEINBERG</u>	<u>X</u>			
<u>MS. HELEN YOON</u>			<u>X</u>	
<u>MR. YUSANG PARK</u>	<u>X</u>			



**STAFF TRIPS AND CONFERENCES  
BOARD AGENDA OF 7/28/2014**

<b>First</b>	<b>Last Name</b>	<b>District Location</b>	<b>Conference</b>	<b>City, State</b>	<b>Dates</b>	<b>Total Cost Not to Exceed</b>
Alex	Guzman	CO	NJDOE Office The College of NJ Center for STEM	Ewing, NJ	8/5-8/2014	\$0.00
Tammi	Gil	CO	NJ Department of Education Regional Training	Hamilton, NJ	7/31/2014	\$60.02
<b>TOTAL</b>						<b>\$60.02</b>

**RESIGNATION OF DONNA CURRIE**  
**AS SPECIAL EDUCATION TEACHER AT SCHOOL NO. 2**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education accepts the **resignation of Donna Currie as Special Education Teacher at School No. 2**, effective July 28, 2014.

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**RESCINDING THE APPOINTMENT OF AIMEE BABBIN  
AS CHEMISTRY TEACHER AT FORT LEE HIGH SCHOOL**

**WHEREAS**, the Fort Lee Board of Education adopted Resolution No. 26226 at its public meeting of April 28, 2014 to approve the appointment of Aimee Babbin as Chemistry Teacher at Fort Lee High School, effective September 1, 2014; and

**WHEREAS**, **Aimee Babbin** has submitted a letter of resignation dated July 17, 2014 declining said position.

**NOW THEREFORE, BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education rescinds the appointment **of Aimee Babbin as Chemistry Teacher at Fort Lee High School**, effective July 28, 2014.

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**CORRECTION OF STIPEND FOR JAMES PULIATTE AS SCHOOL COMMUNITY SERVICE COORDINATOR AT FORT LEE HIGH SCHOOL**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **correction of the non-pensionable stipend for James Puliatte as School Community Service Coordinator at Fort Lee High School for the 2013-2014 school year** to be changed from \$6,327 to \$7,140, as previously approved on Resolution No. 25868 dated October 7, 2013.

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPOINTMENT OF STEFANIE SCICUTELLA  
AS PRESCHOOL CLASSROOM AIDE AT SCHOOL NO. 2**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the appointment of **Stefanie Scicutella as Preschool Classroom Aide at School No. 2** for the 2014-2015 school year, to be placed at **Step 1, Degreed**, of the 2012-2013 Classroom Instructional Aides Guide, at an annual salary rate **\$24,614.00, effective September 1, 2014**, due to the transfer of Sally Macaluso.

**BE IT FURTHER RESOLVED**, that the Board hereby authorizes the Interim Superintendent of Schools to make application for approval of the employment of **Stefanie Scicutella** to the Commissioner of Education on an emergent basis for a period of three months pursuant to N.J.S.A. 18A:6-7.1c pending completion of a Criminal History Records Check, subject to the submission of a sworn statement by **Stefanie Scicutella** in accord with N.J.S.A. 18A:6-7.1c(3).

**NOW THEREFORE, BE IT RESOLVED**, that this appointment is expressly contingent upon **Stefanie Scicutella** executing the Board's customary employment contract, containing a thirty (30) day termination clause.

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPOINTMENT OF OURANIA MINOTAKIS-ZLATIS  
AS PRESCHOOL 2:1 AIDE AT SCHOOL NO. 2**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the appointment of **Ourania Minotakis-Zlatis as Preschool 2:1 Aide at School No. 2** for the 2014-2015 school year, to be placed at **Step 1, Degreed**, of the 2012-2013 Classroom Instructional Aides Guide, at an annual salary rate **\$24,614.00, effective September 1, 2014**, due to the retirement of Hilda Gil.

**BE IT FURTHER RESOLVED**, that the Board hereby authorizes the Interim Superintendent of Schools to make application for approval of the employment of **Ourania Minotakis-Zlatis** to the Commissioner of Education on an emergent basis for a period of three months pursuant to N.J.S.A. 18A:6-7.1c pending completion of a Criminal History Records Check, subject to the submission of a sworn statement by **Ourania Minotakis-Zlatis** in accord with N.J.S.A. 18A:6-7.1c(3).

**NOW THEREFORE, BE IT RESOLVED**, that this appointment is expressly contingent upon **Ourania Minotakis-Zlatis** executing the Board's customary employment contract, containing a thirty (30) day termination clause.

DATED: July 28, 2014

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPOINTMENT OF PATRICIA KOSTANTINOVA  
AS CHEMISTRY TEACHER AT FORT LEE HIGH SCHOOL**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the appointment of **Patricia Kostantinova as Chemistry Teacher at Fort Lee High School** for the 2014-2015 school year, to be placed at **Step 4, Class MA, on the 2012-2013 Teachers' Guide, at an annual salary of \$59,600.00, pending negotiations**, effective September 1, 2014, to replace Adam Winkler.

**BE IT FURTHER RESOLVED**, that the Board hereby authorizes the Interim Superintendent of Schools to make application for approval of the employment of **Patricia Kostantinova** to the Commissioner of Education on an emergent basis for a period of three months pursuant to N.J.S.A. 18A:6-7.1c pending completion of a Criminal History Records Check, subject to the submission of a sworn statement by **Patricia Kostantinova** in accord with N.J.S.A. 18A:6-7.1c(3).

**NOW THEREFORE, BE IT RESOLVED**, that this appointment is expressly contingent upon **Patricia Kostantinova** executing the Board's customary employment contract, containing a thirty (30) day termination clause.

DATED: July 28, 2014

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPOINTMENT OF DAVID CUOZZO AS STUDENT ASSISTANCE COUNSELOR (SAC)/SCHOOL COUNSELOR**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the appointment of **David Cuozzo from Elementary Teacher at School No. 2 to Student Assistance Counselor (SAC)/School Counselor at Fort Lee High School** for the 2014-2015 school year, to be placed at **Step 5, Class MA+10, on the 2012-2013 Teachers' Guide, at an annual salary of \$62,700.00, pending negotiations**, effective September 1, 2014, due to the retirement of Susan Galperin.

**BE IT FURTHER RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **2014 summer employment of David Cuozzo as Student Assistance Counselor (SAC)/School Counselor for three (3) days** at the daily rate of \$313.50, totaling \$940.50.

**NOW THEREFORE, BE IT RESOLVED**, that this appointment is expressly contingent upon **David Cuozzo** executing the Board's customary employment contract, containing a sixty (60) day termination clause.

DATED: July 28, 2014

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			



**APPOINTMENT OF CHRISTOPHER TURTORO AS MATHEMATICS TEACHER  
AT FORT LEE HIGH SCHOOL**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the appointment of **Christopher Turtoro as Mathematics Teacher at Fort Lee High School** for the 2014-2015 school year, to be placed at **Step 1, Class BA, on the 2012-2013 Teachers' Guide, pending certification, at an annual salary of \$54,000.00, pending negotiations**, effective September 1, 2014, due to the retirement of Kathy Sonner.

**BE IT FURTHER RESOLVED**, that the Board hereby authorizes the Interim Superintendent of Schools to make application for approval of the employment of **Christopher Turtoro** to the Commissioner of Education on an emergent basis for a period of three months pursuant to N.J.S.A. 18A:6-7.1c pending completion of a Criminal History Records Check, subject to the submission of a sworn statement by **Christopher Turtoro** in accord with N.J.S.A. 18A:6-7.1c(3).

**NOW THEREFORE, BE IT RESOLVED**, that this appointment is expressly contingent upon **Christopher Turtoro** executing the Board's customary employment contract, containing a thirty (30) day termination clause.

DATED: July 28, 2014



Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**MATERNITY LEAVE FOR JARITZA BEATO**  
**AS AUTISTIC CLASSROOM AIDE AT SCHOOL NO. 1**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves the **maternity leave for Jaritza Beato as an Autistic Classroom Aide at School No. 1**, as follows.

- 20 accumulated sick days from September 22, 2014 through and including October 22, 2014; and
- 27 work days of Federal Family Leave from October 23, 2014 through and including December 5, 2014, without pay\*;

with the intention of returning to her paraprofessional responsibilities on December 8, 2014.

\* Federal and New Jersey Family Leave is without pay but provides for the retainment of health benefits contingent upon receipt of employee's percentage of premium, pursuant to Chapter 78 P.L. 2011, the Pension and Health Reform Law. Furthermore, during said leave, the employee may apply for New Jersey Family Leave Insurance benefits in which eligibility will be determined by the State of New Jersey.

**NOW THEREFORE, BE IT FURTHER RESOLVED**, that the Interim Superintendent of Schools is hereby directed to forward a copy of this resolution to **Jaritza Beato**.

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**MATERNITY LEAVE FOR GINA GRAZIANO HEMPTON**  
**AS SOCIAL STUDIES TEACHER AT FORT LEE HIGH SCHOOL**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves the **maternity leave for Gina Graziano Hempton as a Social Studies Teacher at Fort Lee High School**, as follows.

- 1 personal day and 16 accumulated sick days from October 27, 2014 through and including November 21, 2014; and
- 60 work days of Federal Family Leave from November 24, 2014 through and including March 3, 2015, without pay\*; and
- 60 work days of New Jersey Family Leave from March 4, 2015 through and including June 4, 2015, without pay\*; and
- Unpaid leave from June 5, 2015 for the remainder of the 2014-2015 school year

with the intention of returning to her teaching responsibilities for the 2015-2016 school year.

\* Federal and New Jersey Family Leave is without pay but provides for the retainment of health benefits contingent upon receipt of employee's percentage of premium, pursuant to Chapter 78 P.L. 2011, the Pension and Health Reform Law. Furthermore, during said leave, the employee may apply for New Jersey Family Leave Insurance benefits in which eligibility will be determined by the State of New Jersey.

**NOW THEREFORE, BE IT FURTHER RESOLVED**, that the Interim Superintendent of Schools is hereby directed to forward a copy of this resolution to **Gina Graziano Hempton**.

DATED: July 28, 2014

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPOINTMENT OF ADDITIONAL LEAVE REPLACEMENTS  
DURING 2014-2015 SCHOOL YEAR**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the appointment of **leave replacements during the 2014-2015 school year**, as outlined below:

LEAVE REPLACEMENTS							
FIRST NAME	LAST NAME	GRADE / SUBJECT	SCHOOL	Salary	Effective Dates	Replacing	Reason for opening
Lauren	Miller	Grade 6	3	Sub pay for the first 10 days \$90 per day, day 11-60 \$95 per day, day 60 forward equivalent of a BA, Step 1 which equals \$54,000.00: No Benefits	Work days: 9/1/2014-11/4/2014 + 3 days for NTO	Olivia Matsoukas	Maternity Leave
Lauren	Jacobs	Physical Education/ Health	MS	Sub pay for the first 10 days \$90 per day, day 11-60 \$95 per day, day 60 forward equivalent of a BA, Step 1 which equals \$54,000.00: No Benefits	Work days: 9/1/14 - 1/6/15 + 3 days for NTO	Tara Trovato Gratacos	Maternity Leave
Jill	Foley	Special Education Language Arts	MS	Sub pay for the first 10 days \$90 per day, day 11-60 \$95 per day, day 60 forward equivalent of a BA, Step 1 which equals \$54,000.00: No Benefits	Work days: 9/1/14-12/2/14 + 3 days for NTO	Shannon Cevasco	Maternity Leave

DATED: July 28, 2014

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPROVAL OF ADMINISTRATIVE LEAVE FOR EMPLOYEE #4793**

**BE IT RESOLVED**, upon the recommendation of the Interim Superintendent, the Board hereby approves the **administrative leave with full pay of Employee #4793** for the period of March 31, 2014 until June 30, 2014.

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPOINTMENT OF CARMEN APARICIO AS SPANISH TEACHER  
AT LEWIS F. COLE MIDDLE SCHOOL**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the appointment of **Carmen Aparicio as Spanish Teacher at Lewis F. Cole Middle School** for the 2014-2015 school year, to be placed at **Step 1, Class BA, on the 2012-2013 Teachers' Guide, at an annual salary of \$54,000.00, pending negotiations**, effective September 1, 2014.

**BE IT FURTHER RESOLVED**, that the Board hereby authorizes the Interim Superintendent of Schools to make application for approval of the employment of **Carmen Aparicio** to the Commissioner of Education on an emergent basis for a period of three months pursuant to N.J.S.A. 18A:6-7.1c pending completion of a Criminal History Records Check, subject to the submission of a sworn statement by **Carmen Aparicio** in accord with N.J.S.A. 18A:6-7.1c(3).

**NOW THEREFORE, BE IT RESOLVED**, that this appointment is expressly contingent upon **Carmen Aparicio** executing the Board's customary employment contract, containing a thirty (30) day termination clause.

DATED: July 28, 2014

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**OVERNIGHT STIPENDS**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Board of Education approves the **payment of overnight stipends**, as follows:

<b>Middle School Boston Trip June 4-6, 2014</b>			
<b>Chaperone</b>	<b>Overnight Stipend</b>	<b># of Days</b>	<b>Total</b>
Stephanie Beretin	\$100.00	2 Days	\$200.00
Eric Cadena	\$100.00	2 Days	\$200.00
Steven Choi	\$100.00	2 Days	\$200.00
Christine Galliano	\$100.00	2 Days	\$200.00
Maria Giannattasio	\$100.00	2 Days	\$200.00
Jillian Reicherz	\$100.00	2 Days	\$200.00
Jack Sujovolsky	\$100.00	2 Days	\$200.00
Priscilla Yoon	\$100.00	2 Days	\$200.00
<b>High School Teen PEP Trip June 1-3, 2014</b>			
Kevin Oliver	\$100.00	2 Days	\$200.00
Kelly Horton	\$100.00	2 Days	\$200.00
<b>High School Cheerleading Nationals Trip February 15-16, 2014</b>			
Solanlly Ortega	\$100.00	2 Days	\$200.00
<b>High School FBLA Trip June 29, 2014 - July 2, 2014</b>			
Brianne Baker	\$100.00	3 Days	\$300.00

DATED: July 28, 2014

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**UNUSED VACATION PAY FOR ANN MARIE BRUDER  
AS DIRECTOR OF SPECIAL SERVICES FOR THE 2013-2014 SCHOOL YEAR**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **payment of unused vacation days for Ann Marie Bruder as Director of Special Services for the 2013-2014 school year** for staff members as outlined on the attached list.

DATED: July 28, 2014  
Attachment

Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			



<b>ANN MARIE BRUDER</b>					
<b>VACATION DAY</b>					
<b>SCHOOL</b>			<b>PER DIEM</b>		
<b>YEAR</b>	<b>SALARY</b>		<b>RATE</b>	<b># OF DAYS</b>	<b>PAYMENT</b>
2013-2014	\$ 146,464	240	\$ 610.27	27	\$ 16,477.29

**VOLUNTARY TRANSFER OF GUIDANCE COUNSELORS  
FOR 2014-2015 SCHOOL YEAR**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **volunteer transfer of the following Guidance Counselors** for the 2014-2015 school year:

<b>Guidance Counselor</b>	<b>From</b>	<b>To</b>
Kristin Kim-Martin	High School	Middle School
Tara Lawlor	Middle School	High School

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**APPROVAL OF VOLUNTEER ATHLETIC COACH  
FOR FALL 2014 FOOTBALL SEASON**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves **Robert A. Bertolli as a volunteer athletic coach for the Fall 2014 Football Season.**

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

ROLL CALL	AYES	NAYS	ABSENT	ABSTAINED
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**CORRECTION OF DAILY RATE FOR ROSE CUCCARO  
FOR ESY PROGRAM FOR SUMMER 2014**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education approves the **correction of the daily rate for Rose Cuccaro for the Extended School Year (ESY) Program for Summer 2014**, as previously approved on Resolution No. 26369 dated June 30, 2014 to be changed as follows:

<b>Name</b>	<b>Program</b>	<b>Title</b>	<b>Stipend</b>	<b>Daily Rate</b>	<b>Hours Per Day</b>
Rose Cuccaro	ESY Program	Nurse	\$3,874.00 (Note: \$48.43 per hour based upon a total of 80 hours)	Change from \$189.22 to \$193.72	4 hours per day

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

<u>ROLL CALL</u>	<u>AYES</u>	<u>NAYS</u>	<u>ABSENT</u>	<u>ABSTAINED</u>
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			

**ADDITIONAL SUBSTITUTES**  
**FOR THE 2014-2015 SCHOOL YEAR**

**BE IT RESOLVED**, that upon the recommendation of the Interim Superintendent of Schools, the Fort Lee Board of Education hereby approves the appointment of the following as **Substitutes** for the 2014-2015 school year:

<b>Name</b>	<b>Position</b>
Lauren Jacobs	Substitute Teacher / Aide
Jill Foley	Substitute Teacher / Aide

**BE IT FURTHER RESOLVED**, that the above appointments are subject to and conditioned upon proof of compliance with the provisions of N.J.S.A. 18A:6-7.1b, Criminal History Records Checks for Substitutes.

DATED: July 28, 2014

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Motion by: Mrs. Holly Morell

Seconded by: Mrs. Esther Han Silver

Motion Passed

Motion Failed

<u>ROLL CALL</u>	<u>AYES</u>	<u>NAYS</u>	<u>ABSENT</u>	<u>ABSTAINED</u>
MRS. ESTHER HAN SILVER	X			
MRS. HOLLY MORELL	X			
MRS. CANDACE ROMBA	X			
MR. DAVID SARNOFF	X			
MR. PETER SUH	X			
MR. JOSEPH SURACE			X	
MR. JEFF WEINBERG	X			
MS. HELEN YOON			X	
MR. YUSANG PARK	X			