

SUMTER COUNTY SCHOOL BOARD
TEACHER INDUCTION & MENTORING PROGRAM

2015-2016

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"Apples are fine, but I find today's teacher prefers a nice latte."

INTRODUCTION

The Sumter County School Board Teacher Induction & Mentoring Program has been created through the collaboration of Sumter County district and school-based administrators, clinical educators, and beginning teachers. It is designed around classroom application and instructional performance in accordance with Florida Statutes 1012.56(6) and 1012.56 (8)(b).

The program aligns with the Sumter County Teacher Evaluation which utilizes Danielson's *Framework for Teaching* as criteria against which effective teaching is assessed. The Induction & Mentoring Program not only introduces teachers to the policies and procedures of the district, but also provides intense training in the district's instructional model – Learning Focused Strategies. The Learning Focused model is distinguished by clear, standards-driven learning goals communicated to students through lessons and units that connect research-based instructional strategies and ensure students learn what is expected.

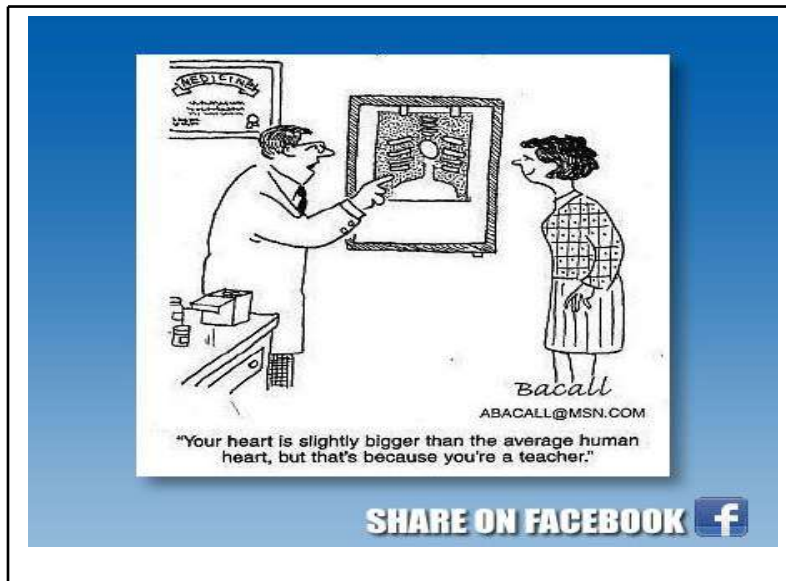
The Teacher Induction & Mentoring Program consists of the following parts and participants:

PARTS

- I. Induction Program
- II. Mentoring Program
 - A. Career Support
 - B. Beginning Support

PARTICIPANTS

- All teachers new to Sumter County
- Experienced teachers new to Sumter County
- Inexperienced teachers new to Sumter County and/or teachers seeking Professional Education Competence.



PART I:

INDUCTION PROGRAM

Part I of the Teacher Induction & Mentoring Program provides new personnel with training and experiences to ensure a smooth transition into the Sumter County School System. The program is planned to acquaint all teachers new to the district with district policies, procedures and initiatives. The program consists of four days of orientation training activities, conducted by district personnel prior to preplanning.

PARTICIPANTS: All teachers new to the Sumter County School System

EXPECTED OUTCOMES OF THE PROGRAM

An Introduction to Sumter County Schools

- District Policies and Procedures
- District Mission, Goals and Long Range Objectives
- Sumter County School Community
- Payroll, Employee Benefits and Personnel Resources
- Critical Incident Response Team (CIRT)
- Workers Safety & Right to Know Responsibilities
- Florida Department of Education Code of Ethics
- Technology (Sumter's Acceptable Use Policy)

An Introduction to: The First Days of School by Harry Wong and A Framework for Teaching by Charlotte Danielson and their Application to Teaching and Evaluation

- Understand the value of a research-based definition of effective teaching, as per the FFT.
- Understand the priorities of the FFT.
- Identify sources of information a teacher might use to demonstrate skills of planning.
- Describe examples of teacher practice in creating an inviting classroom environment through classroom management, the use of procedures and high yield instructional strategies.
- Understand key concepts for the components of Professional Responsibilities.
- Share the uses and benefits of using the FFT.

Learning Focused Solutions (LFS) – Transforming Standards into Learning

- Discover the power of the Learning-Focused Strategies Model.
- Transform state standards into learning by utilizing the Know-Understand-Do Organizer.
- Learn what it means to truly focus on learning.
- Learn to develop Student Learning Maps.
- Learn how to access and use Sumter School Districts' Curriculum Maps.

Learning Focused Solutions (LFS) – Connecting Exemplary Practices in Acquisition Lessons

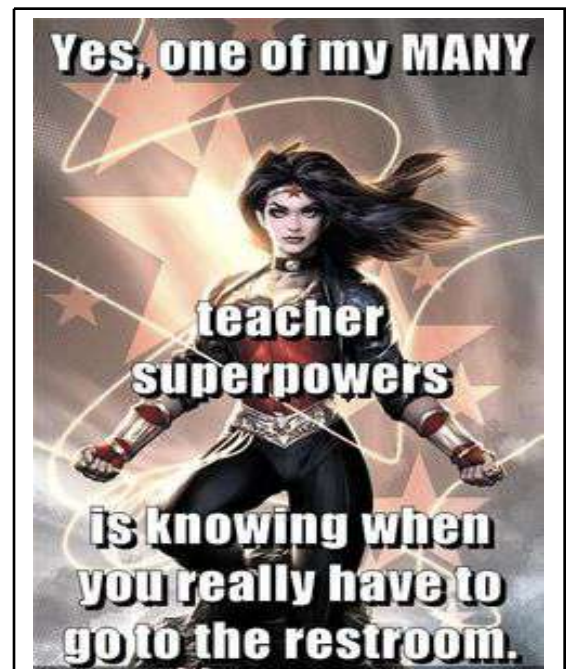
- Learn the framework of the acquisition lesson plan.
- Learn high impact strategies and their appropriate applications.
- Experience and plan lessons for acquiring new knowledge that connect exemplary practices.
- Learn strategies to activate and build student knowledge for every lesson.
- Learn how to choose and use graphic organizers for learning.
- Learn summarizing strategies that are learning focused.
- Receive numerous resources and models to assist in planning for quality.

COMPLETION OF THE INDUCTION PROGRAM

Participants will receive in-service points for successful completion of the Induction Program. Participants will also receive two additional days of Learning Focused Strategies (LFS) training and in-service points appropriate to the training.

LATE HIRES

Monthly orientations will take place at the District Office for teachers hired after pre-planning. A combination of face-to-face meetings, instructional videos and on-line courses will be offered to streamline the process.



PART II: MENTORING PROGRAM

The Mentoring Program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. The Sumter County School District Strategic Plan includes an action plan for creation of a meaningful mentoring program as a means to recruit and retain teachers. Research indicates that student achievement, in part, depends on the construction of a school culture that fosters growth for students and staff alike. We believe mentors and new teachers will learn and grow in this process.

The term “new teacher” refers to instructional staff that is new to the Sumter County School System. We recognize that new teachers will need different levels of support, according to their experience and certification status. The program is designed to provide support for the following two categories of teachers: Career Teacher and Beginning Teacher.

CAREER TEACHER

The mentoring support program for career teachers provides mentoring for participants through the assistance of a site-based teacher leader designated by the site administrator(s). The site administrator(s) will coordinate the program to provide experienced teachers with a support system as they transition into the culture of a new school and community.

PARTICIPANTS

Teachers who are new to the school district with one year or more of experience who hold a valid Florida Educator Certificate or are deemed eligible to apply for a Florida Educator Certificate and have demonstrated Professional Education Competence.

LENGTH OF PROGRAM

The program will be 90 days for all participants. The program may be extended up to an additional 90 days based on the needs of the teacher and recommendation by the Principal.

EXPECTED OUTCOMES OF THE PROGRAM

Participants will acquire knowledge and/or information specific to the work site through the Career Support Checklist that includes:

- School policies and procedures
- School/grade level curriculum
- School Improvement Plan
- MTSS Teamwork
- Sumter County Teacher Evaluation

COMPLETION OF THE CAREER TEACHER SUPPORT PROGRAM

The teacher, in collaboration with the Principal or site supervisor and the teacher leader, will complete the Career Support Checklist. The Principal or site supervisor may provide additional content and will determine the length of the program based on site and participant needs.

CAREER SUPPORT CHECKLIST

A teacher new to the Sumter School District with one or more years of experience, while certified in or out of the state of Florida, is responsible for demonstrating accountability. This is to be accomplished through the checklist below that involves self-study and support of an assigned grade level or department leader to learn policies, procedures, rules, guidelines, and expectations related to high-quality job performance.

Teacher _____ Mentor _____
Signature Signature

School _____ Date _____ (MONTH/DAY/YEAR) Administrator _____
Signature

PART I: SELF-STUDY. CHECK UPON (✓) COMPLETION.

- | | |
|---|---|
| <ul style="list-style-type: none"> ___ Browse school and Sumter School District Website
www.sumter.k12.fl.us ___ Classroom and FCAT Accommodations for Students with Disabilities ___ Code of Student Conduct ___ Curriculum Guide(s) for Grade Level/Subject Area ___ Differentiated Accountability and Support | <ul style="list-style-type: none"> ___ Faculty Handbook and Dress Code ___ K-12 Reading Plan ___ Rtl Teamwork Intervention and Problem Solving Team Resource Manual ___ State/District Assessments and Schedule ___ Student Educational Records Procedures ___ Student Progression Plan |
|---|---|

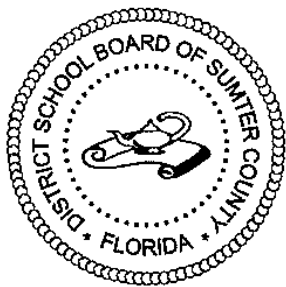
PART II: CHECK (✓) COMPLETION IN COLLABORATION WITH TEACHER LEADER ASSIGNED BY ADMINISTRATOR.

- | | |
|--|--|
| <ul style="list-style-type: none"> ___ Accident/Injury Reports ___ After School Programs ___ Assemblies ___ Attendance ___ Baseline, Midyear Progress Monitoring, Common Core, Post-tests, Mini Benchmark, PMP ___ Bus Rules - Document in Lesson Plans ___ Campus Orientation ___ Classroom Management, Discipline Procedures, Threats of Violence, In-school Suspension ___ Clinic/Health Room Referrals ___ Counseling and Guidance Program ___ Courier Service ___ Cumulative Records and Confidentiality ___ Curriculum Initiatives – School and/or District ___ Custodial/Maintenance Service ___ Daily Procedures: Bell, Lunch, Arrival, Dismissal ___ Data Mining: Electronic Tools, Data Chats ___ Diploma Information /Promotion Requirements ___ Duplication of Materials ___ End of Year/End of Semester Responsibilities ___ Equipment Check Out | <ul style="list-style-type: none"> ___ ESE Requirements, Referrals, Functional Behavior Assessment, Physical Restraint, Discipline, Procedural Safeguards, Disability Awareness ___ ESOL Procedures and Strategies ___ Faculty/Team Meetings ___ Field Trips ___ Grading, Use of Grading Network, and Report Cards ___ Instructional Materials and Resources ___ Instructional Technology -Intra/Internet and Security ___ Intercom System Etiquette ___ Lesson Plan/Unit Plan Procedures and Curriculum Maps ___ LFS Model Classroom ___ Paraprofessionals ___ Parent Communications/Conferences ___ Resources/Instructional Support Materials ___ School Forms: Student and Teacher ___ Student Handbook and Dress Code ___ Substitute Calling Procedures & Emergency Lesson Plans ___ Teacher Budget/Personal Purchases ___ Visitors on Campus ___ Volunteers ___ Work Days/Hours: School & District Calendars ___ Work Room |
|--|--|

PART III: CHECK (✓) COMPLETION IN COLLABORATION WITH DESIGNATED SCHOOL PERSONNEL.

- | | |
|---|--|
| <ul style="list-style-type: none"> ___ Budget and Ordering Supplies ___ Career & Technical Education- Secondary ___ Certificate Renewal/In-Service Credit ___ College Readiness for Secondary ___ Computer Access- Teacher & Students- Internet Acceptable Use Policy ___ Copyright ___ Counseling Program: Child Abuse, Bullying, Sexual Harassment, Suicide Prevention ___ Critical Incident Response Manual (CIRT) | <ul style="list-style-type: none"> ___ Energy Conservation Procedures ___ Evaluation Instrument/Procedures ___ Extra-Curricular Opportunities/Supplements ___ Florida Differentiated Accountability Program Annual School Improvement Plan ___ Fundraisers/Money Collection ___ Homeless/Hospital Homebound ___ Individual Professional Development Plan (IPDP) ___ Leave Procedures & Forms |
|---|--|

- Out of Field Designation and Notices
- Room Keys and Campus Security
- RtI Procedures and Resources
- School Improvement Plan/Academic Growth Plan
- Student Medication Administration
- Sumter Virtual School
- Withdrawal of Student



SUMTER COUNTY SCHOOL BOARD

PEER MENTORING PROGRAM

Beginning Teachers

New Teacher's Name _____

Grade/Subject(s) Taught _____

Peer Mentor's Name _____

School _____

BEGINNING TEACHER

The mentoring support program for beginning teachers is based on classroom application and instructional performance and includes performance evaluations for documenting the demonstration of required professional education competence. The site administrator will provide a mentor to help the new teacher become familiar with the school, district, and state resources, procedures, and policies.

The program assures a seamless alignment between the four domains of the Sumter County Teacher Evaluation and the mentoring and induction process. The program is designed to build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.

PARTICIPANTS

Teachers with less than one year of teaching experience, and/or

Teachers who hold or are eligible for a Florida Educator Temporary Certificate, and lack demonstration of Professional Education Competence (PEC).

LENGTH OF PROGRAM

The program will be 180 days for all participants. The program may be extended up to an additional 180 days based on the needs of the teacher and recommendation by the site administrator.

EXPECTED OUTCOMES OF THE PROGRAM

Participants will acquire knowledge and/or information specific to the work site through the Beginning Teacher Mentoring Support Program that includes:

- School policies and procedures
- School/grade level curriculum
- School Improvement Plan
- MTSS Teamwork
- Sumter County Teacher Evaluation
- Florida Educator Accomplished Practices (FEAP's)

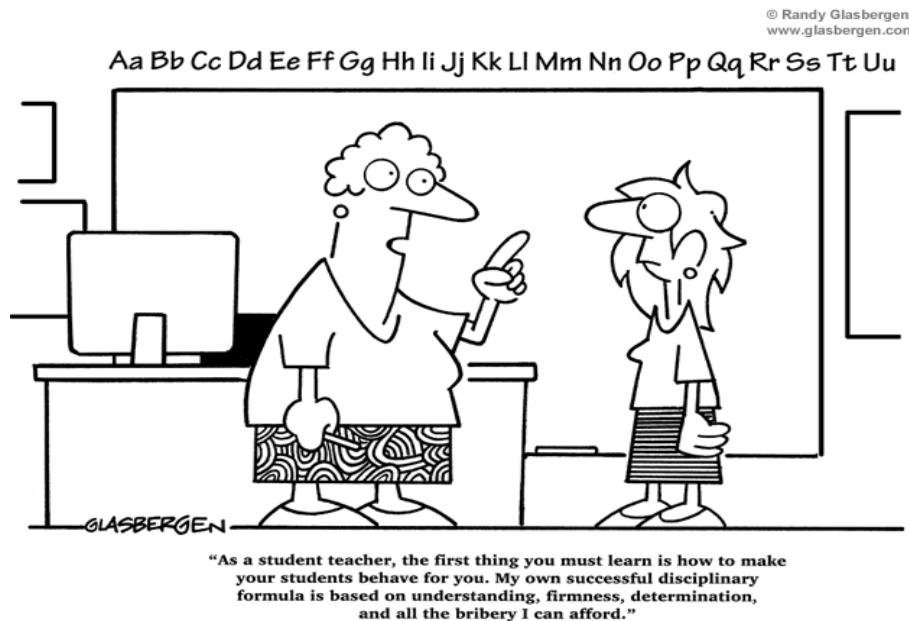
Beginning teacher program, cont'd.

SUPPORT TEAM

Participating teachers will have a support team consisting of district and site administrators and a peer mentor. The site administrator will assign a trained peer mentor and will facilitate professional growth activities for the beginning teacher. Peer mentors have at least 3 years teaching experience and have a current effective or highly effective evaluation rating.

TRAINING FOR SUPPORT TEAM

District and site administrators, as well as, peer mentors have received training in the Framework for Teaching and the Sumter County Teacher Evaluation rubric. Peer mentors have also participated in Clinical Educator Training.



CONTACT WITH THE TEACHER

The mentor teacher will meet regularly with the new teacher at an established place and time for the purpose of conferencing and consultation on the established checklist items. **The mentor and teacher must meet three times within the first month of school and approximately once per month throughout the rest of the school year.**

An Interactions Log is provided in this handbook to record meeting dates and times. Information from the Interactions Log will be used to complete the Verification of Services Form each nine weeks.

Beginning teacher program, cont'd.

OBSERVATIONS OF THE TEACHER

The peer mentor will observe the new teacher's classroom **a minimum of 3 times per year.** (A *SWIVEL* device may be checked out of the school library to accomplish this task if a substitute teacher is not available to cover the peer mentor's class during the time of the observation). After each observation (whether face-to-face or on video), the peer mentor and new teacher will meet in a post observation conference and complete a discussion log in review of the new teacher's current practice. The purpose of the discussion log is to celebrate successes, identify challenges, and determine what support and resources are needed to become more effective in components identified as needing improvement.



As per the Sumter County Teacher Evaluation Handbook, the beginning teacher will receive two formal evaluations, one each semester, conducted by a site administrator.

COMPLETION OF THE BEGINNING TEACHER MENTORING PROGRAM

When the beginning teacher has successfully completed the activities listed in the Mentoring Support Program (See Appendix B), submitted Verification of Services Forms to the Principal, and satisfactorily demonstrated mastery of education competence, the site administrator will forward the Documentation of Education Competence for Professional Certificate form to the Sumter County School District's office of Human Resources and Personnel Services.

PARTICIPANT RESPONSIBILITIES FOR BEGINNING TEACHERS

District Administrator

- Supports mentor, mentee and principals by providing additional resources and guidance.
- Meets quarterly with site administrators, mentors and new teachers for progress monitoring.
- Provides additional coaching and mentoring resources available through the District Office of Professional Development.
- Incorporates the Mentoring Support Program into Clinical Educator Training, or as needed.
- Up-dates resources and activities for the Mentoring Plan from year to year.
- Utilizes annual survey results to address needs and concerns.

Site Administrator

- Provides support for both the mentor and new teacher (mentee).
- Supervises curriculum.
- Checks lesson plans.
- Makes required classroom visits.
- Completes required summative observations.
- Verifies completion of the Peer Mentor Program and submits paperwork to the District Office of Professional Development.

Peer Mentor

- Attends and completes a ***Clinical Educator/Mentoring Support Program Workshop***.
- Signs the ***Peer Mentor-Mentee Contract***.
- Supports the new teacher (mentee) as an advocate and a professional confidant.
- **Meets with the mentee at least once each month** and at scheduled times throughout the year, as agreed upon by both parties.
- Discusses in detail with mentee the monthly issues listed in the Mentoring Support Program checklist.
- **Informally observes the teacher at least three times during the school year.**
- Completes a Verification of Services form each nine weeks.
- Completes all other required Peer Mentor paperwork in a timely manner.
- Completes an Exit Survey, to be used for assessment and improvement of the program.

Mentee

- Attends a partnering session with the assigned Peer Mentor prior to the beginning of the school year.
- Attends and completes the *Teacher Induction Program (TIP)* prior to entering the classroom.
- Signs the ***Peer Mentor-Mentee Contract***.
- Asks questions, exchanges ideas, and seeks advice and information from the Peer Mentor.
- **Meets with the Peer Mentor at least once each month** at scheduled times throughout the year, as agreed upon by both parties.
- Discusses in detail with the Peer Mentor the monthly issues in the Mentoring Support Program.
- Completes an Exit Survey, to be used for assessment and improvement of the program.

BEGINNING TEACHER MENTORING PROGRAM

PEER MENTOR-MENTEE CONTRACT

This is to certify that _____(TEACHER) and
_____(PEER MENTOR) have agreed to work collaboratively
during the _____school year, in conjunction with the Sumter County Mentoring Program.

By signing, both the Peer Mentor and the Mentee agree to the following requirements:

1. To attend a required, partnering Orientation Session prior to the beginning of the school year.
2. To meet regularly at the places and times indicated below for conferencing and consultation:

***Three of these contacts must be within the first month of school, with the remainder occurring at approximately one-month intervals throughout the rest of the school year.**

3. To document and discuss in detail, four (4) informal classroom observations done by the Peer Mentor.
4. To maintain and complete all required paper work in the **Peer Mentoring Support Program** booklet.
5. To submit four (4) Verification of Services forms to the site administrator and district administrator for review each nine week period.
6. To complete and submit an Exit Survey to help evaluate and develop the Peer Mentor program.

New Teacher _____ Date _____(MONTH/DAY/YEAR)

Peer Mentor _____ Date _____(MONTH/DAY/YEAR)

Site Administrator _____ Date _____(MONTH/DAY/YEAR)

CC: Peer Mentor, Mentee (new teacher) and Site Administrator

BEFORE SCHOOL STARTS

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

BUILDING TOUR

- School location and general layout (grade levels or departments, teacher parking, bus area, etc.)
- School office areas (guidance, school secretary, data entry, curriculum/testing coordinator, nurse, etc.)
- Special areas (lunch room, media center, music, art, physical education, speech, gifted, labs, etc.)
- Teacher work areas (sign-in/mail room, copying equipment, eating/telephone areas and RESTROOMS!)

RESOURCES

- Textbooks, supplementary materials, audio-visual equipment, student computers, IPADS, etc.
- Faculty handbook
- Departmental budgets and purchase order procedures.
- Storage and access to materials, consumables (over-stocked materials)
- Intra-district courier service.

PERSONAL AND PROFESSIONAL PROCEDURES

- Understanding the recognized categories of absences (sick vs. personal)
- Procedures and expectations for reporting absences (SKYWARD)
- Preparing lesson plans for substitutes and emergency absences.
- Attendance and participation at faculty meetings and team/grade level meetings.
- Required observations/evaluations by site administrator(s).
- Options for room arrangement and impact on teaching and learning.
- Student access to equipment, teaching centers, books, supplies, etc.

ROUTINE PROCEDURES

- ___ Schedules and procedures (lunch-1st 5 days, recess, assemblies, computers, field trips, etc.)
- ___ Policies (visitors, volunteers, nurse/clinic, money collection, behavioral referrals, etc.)
- ___ Beginning of the year student forms (Emergency Contact Forms, student identification cards, field trip permission forms, information release forms, Internet access permission forms, change of bus forms, change of transportation home by parent/guardian, parent release of student photo identification, etc.)

CURRICULUM

- ___ Show Mentee how to retrieve curriculum maps and review pacing timelines and supplementary materials.
- ___ Review lesson plan procedures and expectations.
- ___ Go over grading procedures for day-to-day record keeping (number of grades, state numerical and letter grade scale, weighting schemes, etc.)
- ___ Review use of the District's adopted, computerized grading network (SKYWARD) and Parent Log-in info.
- ___ Show Mentee where student cumulative records are located and discuss confidentiality.
- ___ Review special accommodations for ESE (Exceptional Student Education) students (e.g.: extended testing time, alternative testing site, IEP goals, and/or other learning accommodations, etc.)
- ___ Review ESOL strategies for targeted students (i.e., instructional modifications/accommodations).
- ___ Review school, grade-level and district guidelines, policy for homework/make-up work/assignments, etc.
- ___ Discuss baseline, mid-year, formative and summative assessments. (Ask for school testing calendar).

STUDENT DISCIPLINE

- ___ Establishing and posting classroom rules, procedures and behavioral consequences (Highly recommended: *The First Days of School*, by Harry Wong). It is available for loan from the District Office of Professional Development. This book is also housed in the professional libraries at many district schools).
- ___ Expectations for staff supervision outside of the classroom, including assigned morning or afternoon duty obligations.
- ___ Detention and/or referral process for students, including students with special needs.

PRE-PLANNING

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Bus lists (where applicable) and dismissal information for each student
- ___ **Review bus conduct rules and document in lesson plan (1st day of school)**
- ___ Make wall space decisions; where to post important information, student learning maps, word walls, etc.
- ___ Prepare class lists, lesson plans, attendance, gradebook, daily/weekly schedule, name tags, etc.
- ___ Prepare take-home packets for students, including such items as: an introductory letter to parents, class rules and procedures, homework policy, course overviews, assorted school forms, etc.
- ___ Discuss expectations for professional dress.
- ___ Check to see which students may be going to special classes.
- ___ Discuss policies and procedures for student out-of-class passes and collection of money.
- ___ Gather and organize textbooks and supplementary materials as necessary.

AUGUST

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Discuss school norms and social traditions.
- ___ Review lesson plans for inclusion of LFS strategies and assemble substitute teacher folder.
- ___ Review the district calendar for the up-coming school year.
- ___ Share bad weather and school closing procedures (on-line information, radio stations, school phone tree)
- ___ Discuss situations when trying to discipline students.
- ___ Review after-school programs (start-up dates, eligibility, etc.)
- ___ Review teacher evaluation procedures and upcoming formal observation.
- ___ Revisit district-wide initiatives, remedial procedures, materials, and timelines.
- ___ Review ESE staffing, IEP's placement procedures, and schedule change policies.
- ___ Identify ESOL student needs and lesson plan documentation of strategies used.
- ___ Plan together for Parent Orientation or Open House Night (create an outline for class expectations (i.e., a syllabus or other type of hand-out), a Sign-In sheet, a plan for managing traffic flow, situations to avoid)

SEPTEMBER

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Discuss/review professional development needs, upcoming in-service training, student data, etc.
- ___ Review parent communication methods, conferences, timelines, record keeping and bilingual assistance.
- ___ Discuss district policy for classroom volunteers, student helpers, etc.
- ___ Review lesson plans for LFS, inclusion, ESE/ESOL documentation.
- ___ Set up a date and time for mentee (new teacher) to visit a classroom.
- ___ Discuss possible interventions for individual students as needed, Progress Monitoring Plan and MTSS procedures for students performing below expectations.
- ___ Review schedule for district testing: FSA, DEA, EOC, Formative Assessments.

OCTOBER

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Review training and discussion from professional learning communities. Discuss how that information may be incorporated into instructional practice.
- ___ Review classroom management and discipline concerns.
- ___ Re-confirm date and time for next classroom observation by Mentor.
- ___ Engage in data chat regarding assessment data on applicable students.
- ___ Analyze lesson plans for organization and pacing.
- ___ Re-visit student referral procedures.
- ___ Review procedures for report cards.
- ___ Discuss appropriate procedures for classroom celebrations to include Halloween, Thanksgiving, Christmas and Easter.

___ **REQUIRED:** During the first nine weeks, the Peer Mentor observes the Mentee's classroom utilizing Classroom Visitation/Observation form, Discussion Log and Interactions Log.

___ **REQUIRED:** Peer Mentor completes Verification of Services form for first nine weeks.

*These completed forms will be collected by the District Administrator at a quarterly meeting.

***PLEASE NOTE: Mentor stipends and the ability to serve as a future mentor could be denied due to incomplete paperwork or lack of services provided to the new teacher.**

NOVEMBER

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Discuss needs and concerns – any problem areas of Mentee (new teacher).
- ___ Focus on getting Mentee (new teacher) ready for 1st Formal Summative Observation by Administrator.
- ___ Discuss in detail preparation for district assessment (procedures, scripts, data analysis and student gains.)
- ___ Share instructional strategies such as: cooperative learning, differentiation and flexible grouping.
- ___ Prepare for end of semester responsibilities and timelines (grades, exams, parent conferences, etc.)
- ___ Set up date and time for Mentee (new teacher) to visit a classroom.

DECEMBER

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ 1st formal evaluation completed by Site Administrator *within 85 days of employment.*
- ___ Review the fall semester’s experiences: highlights, struggles, goals and celebrations!
- ___ Review any variation in pay periods during the holiday time.
- ___ Plan for possible changes, student reassignments, etc., after the holidays.
- ___ Review scores and rating of 1st formal evaluation by the Site Administrator. Then, explore additional professional development opportunities (District In-service Calendar) for the new teacher, based on needs.
- ___ Review completion of end of semester grade input and make sure teacher knows the deadlines for input.

___ **REQUIRED:** During the 2nd nine weeks, the Peer Mentor observes Mentee’s classroom utilizing Classroom Visitation/Observation form, Discussion Log and Interactions Log.

___ **REQUIRED:** Peer Mentor completes Verification of Services form for second nine weeks.

___ **REQUIRED:** Site Administrator completes 1st formal evaluation within the first semester.

*These completed forms will be collected by the District Administrator at a quarterly meeting.

***PLEASE NOTE:** Mentor stipends and the ability to serve as a future mentor could be denied due to incomplete paperwork or lack of services provided to the new teacher.

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Engage in data chat regarding mid-year/semester assessment data on applicable students.
- ___ Make plans for additional classroom visits for Mentee (new teacher) to observe other teachers.
- ___ Review and plan activities for the second half of the year: Science Fair, Spelling Bee, Math Field Day, etc)
- ___ Consider enrolling in an appropriate professional development workshop, depending on needs from 1st Formal evaluation by Site Administrator.
- ___ Review lesson plans to ensure inclusion of LFS strategies.
- ___ Prepare for second, formal evaluation (summative) by Site Administrator.

FEBRUARY

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Discuss timelines and deadlines that come up before Spring Break.
- ___ Prepare for second, required formal evaluation by Site Administrator.
- ___ Attend all meetings for FSA (Florida Standards Assessment) and other test procedures/test security issues.
- ___ Discuss retention and promotion policy (See: Student Progression Plan for guidance)

___ **REQUIRED:** During the third nine weeks, the Peer Mentor observes the Mentee's classroom utilizing Classroom Visitation/Observation form, Discussion Log and Interactions Log.

___ **REQUIRED:** Peer Mentor completes Verification of Services form for third nine weeks

***These completed forms will be collected by the District Administrator at a quarterly meeting.**

***PLEASE NOTE: Mentor stipends and the ability to serve as a future mentor could be denied due to incomplete paperwork or lack of services provided to the new teacher.**

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Engage in data chat regarding assessment data on applicable students.
- ___ Review student records, student portfolio and report cards.

REQUIRED: Site Administrator completes 2nd formal evaluation prior to April 30

MAY / JUNE

Check the items that are pertinent to your school as you complete them.

Fill out the Interactions Log as you meet with your Peer Mentor to discuss these topics. 😊

- ___ Discuss end-of-the-year events and traditions.
- ___ Become familiar with referral procedures for summer school.
- ___ Learn end-of semester responsibilities and timelines.
- ___ Engage in data chat regarding end-year assessment data on applicable students.
- ___ Consider new ideas for putting the classroom in “end-of-the-year” order; tips for summer storage.
- ___ Discuss close out procedures (textbooks, gradebooks, lesson plans, cumulative records/folders)
- ___ Reflect what changes you want to make next year.

REQUIRED: Mentor completes Verification of Services form and Interactions Log form for the fourth nine weeks

REQUIRED: Mentor and Mentee complete the Exit Survey

REQUIRED: The Site Administrator will complete Documentation of Professional Education Competence (form BT-026)

***These completed forms should be sent to the District Administrator (Allison Nave) at the County Office through the inter-office courier by the last day of school.**

***PLEASE NOTE: Mentor stipends and the ability to serve as a future mentor could be denied due to incomplete paperwork or lack of services provided to the new teacher.**

BT-022

BEGINNING TEACHER MENTORING PROGRAM

CLASSROOM VISITATION/OBSERVATION FORM

To be completed by the Peer Mentor each 9 Week Period

Teacher _____ School _____ Peer Mentor _____

Date _____ (MONTH/DAY/YEAR) Subject _____ Grade(s) _____

Unit _____ Concept _____ Time In _____ Out _____

Circle

DIRECTIONS: Check (✓) = Observed components. Circle critical attributes seen. Write notes under each area observed to identify areas of improvement, to make suggestions or to celebrate successes!

DOMAIN 2: The Classroom Environment

a. **Creates Environment of Respect and Rapport:** Mutually respectful conversations and interactions. Connects with students through encouragement

NOTES: _____

b. **Establishes a Culture for Learning:** Grade level displays show school focus. Displays reflect current student work with specific commentary, and show progression of rigor over time. Teacher emphasizes the role of hard work in learning. Students put forth effort to complete high-quality work.

NOTES: _____

c. **Manages Classroom Procedures:** Classroom procedures and routines in place. Students are productively engaged. Transitions are seamless.

NOTES: _____

d. **Manages Student Behavior:** Standards of conduct posted. Behavior is monitored. Non-verbal signals used. Student's dignity is respected.

NOTES: _____

DOMAIN 3: Instruction

a. **Communicates with Students:** Expectations are clearly communicated through Student Learning Map. Teacher models the process to be followed in the learning task. Vocabulary is grouped and chunked. Teacher offers brief vocabulary lessons, where appropriate. Teacher's use of vocabulary is correct. Analogies and metaphors are used to bring the content to life. Distributed summarizing is used throughout the lesson.

NOTES: _____

b. **Uses Questioning and Discussion Techniques:** Pre-planned, open-ended questions used that reflect grade level standards/lesson objectives. Questions used to activate, teach and summarize linked to LEQ. Higher-level thinking questions used to extend/refine understanding of content. Collaborative pairs used for practice, summarization and to re-focus the lesson. Flexible student groupings used. Teacher made good use of wait time.

NOTES: _____

c. **Engaging Students in Learning:** Activities and assignments reflect grade level standards, students' cultures and ability levels. There is evidence of differentiation, scaffolding, student choice, and/or acceleration. Students are actively working. Appropriate pacing is maintained throughout the lesson. Graphic organizers are used to create authentic products. Students have an opportunity for reflection/closure on the lesson.

NOTES: _____

d. **Uses Assessment in Instruction:** Assessments used to determine prior knowledge, student groupings and mastery of standards. Instruction is informed and adjusted based on student responses to teacher's questions and assessment prompts. Students engage in self or peer assessment. Teacher uses strategies to elicit individual (not just global) understanding. Students know how their work will be evaluated and how to improve it.

NOTES: _____

BT-023

BEGINNING TEACHER MENTORING PROGRAM
DISCUSSION LOG

To be completed by the Mentee (new teacher) each 9 Week Period

New Teacher: _____ **Mentor:** _____

Date: _____ (MONTH/DAY/YEAR) **Grade/Subject:** _____

What recent SUCCESSES have you had with planning, teaching, assessing, and working with students?

What recent CHALLENGES have you had in planning, teaching, assessing, and working with students?

When you think about the challenges, were there things that you knew how to do to address them, but did not do?
If so, what will you, or did you, do differently when faced with a similar situation?

When you considered the challenges that you have faced recently, are there any that you would like guidance with from me as your Peer Mentor or others that you feel could assist you in developing the skills and knowledge that you need?

BEGINNING TEACHER MENTORING PROGRAM

Verification of Services Form

To be completed by the Peer Mentor each 9 Week Period

The purpose of this document is to assure that services are provided for all aspects of Induction/Mentoring for the 9 week marking period beginning _____(MONTH/DAY/YEAR) and ending_____(MONTH/DAY/YEAR). This document will be presented to the Principal as collection of evidence substantiating participation in this program.

PLEASE NOTE: Failure to perform services as outlined in this handbook, or failure to complete required paperwork in a timely manner may result in the denial of receiving a stipend and/or the ability to serve as a future Peer Mentor.

Teacher: _____ Subject(s): _____

Mentor: _____ Subject(s): _____

School: _____ Grade Level(s): _____

- ___ 1. Expectations for current nine weeks were established.
- ___ 2. Observation outcomes were discussed and shared with the Mentee (new teacher).
- ___ 3. The Mentee (new teacher) was observed in their classroom at least one time during current nine week period.
Appropriate documentation (Classroom Observation Form & Discussion Log) must be attached to this form.
- ___ 4. Meetings were held at least once per month with Mentee during current nine week period to discuss progress.
Appropriate documentation (Interactions Log) must be attached to this form.
- ___ 5. Discussion logs were completed, evidence reviewed, areas of focus identified, with "Next Steps" noted below.
 -
 -
 -
- ___ 6. Peer Mentor support was given to the new teacher during the current nine week period in the following ways:
 -
 -
 -

Teacher signature: _____ Date: _____ (MONTH/DAY/YEAR)

Mentor signature: _____ Date: _____ (MONTH/DAY/YEAR)

Site Administrator signature: _____ Date: _____ (MONTH/DAY/YEAR)

DOCUMENTATION OF PROFESSIONAL EDUCATION COMPETENCE

Name _____ DOE Number _____ Employee ID _____

This individual has demonstrated mastery of Professional Education Competence through the required documentation of classroom application, instructional performance and the completion of a formal, Summative Evaluation with an overall rating of "Developing" "Effective" or "Highly Effective."

Signature of Site Administrator _____ Date _____

A copy of the formal, Summative Evaluation must be submitted with this form.

Dates of induction and mentoring program participation Began _____ Ended _____

Certificate Type: ___Professional ___Temporary ___Vocational Validity Dates _____

Checklist for Demonstration of the Florida Educator Accomplished Practices (Rule 6A-5.065)

The Florida Educator Accomplished Practices form the foundation of the state's teacher preparation programs, educator certification requirements, and the Sumter County School District's teacher evaluation system. The Accomplished Practices are based upon three essential principles: Creating a culture of high expectations for all students, Demonstration of a deep and comprehensive knowledge of the subject taught, and The educator exemplifying standards of the profession.

Instructions: Please indicate demonstration of the six (6) Educator Accomplished Practices by placing a checkmark in the appropriate blank next to each.

QUALITY OF INSTRUCTION

_____ **Instructional Design and Lesson Planning**

The effective educator consistently: Applies concepts from human development and learning theories.

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor.
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- c. Designs instruction for students to achieve mastery.
- d. Selects appropriate formative assessments to monitor learning.
- e. Uses a variety of data, independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

_____ **The Learning Environment**

The effective educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

- a. Organizes, allocates, and manages the resources of time, space and attention.
- b. Manages individual and class behaviors through a well-planned management system.
- c. Conveys high expectations to all students.
- d. Respects students' cultural, linguistic and family background.
- e. Models clear, acceptable oral and written communication skills.
- f. Maintains a climate of openness, inquiry, fairness and support.
- g. Integrates current information and communication technologies.
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught.

- a. Deliver engaging and challenging lessons.
- b. Deepen and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter.
- c. Identify gaps in students' subject matter knowledge.
- d. Modify instruction to respond to preconceptions or misconceptions.
- e. Relate and integrate the subject matter with other disciplines and life experiences.
- f. Employ higher-order questioning techniques.
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

Assessment

The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs and the learning process.
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains.
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) and
- f. Applies technology to organize and integrate assessment information.

CONTINUOUS IMPROVEMENT, RESPONSIBILITY AND ETHICS

Continuous Professional Improvement

The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
- b. Examines and uses data-informed research to improve instruction and student achievement
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Original: Personnel

Copies: Teacher and Professional Development Department

Sent to FL DOE _____ Yes _____ No Initial _____ Date _____

BEGINNING TEACHER MENTORING PROGRAM

New Teacher Completion Form

Last name

First Name

Middle or Maiden Name

School

Employee ID #

DOE Number

These competencies were demonstrated by one of the following :

1. The applicant completed a state-approved teacher preparation program at a postsecondary institution in Florida and the program completion statement is not reflected on the official transcript.
2. The applicant completed a teacher education training program and has had at least 2 years successful full-time teaching experience in another state. A certificate was issued in the state where the experience was gained.
3. The applicant successfully demonstrated mastery of the required professional education competencies as determined by the district's approved professional education competence demonstration system.

Dates of Program Participation: _____ to _____

Certificate Validity: _____ to _____

(Attach copy of district vocational certificate, if this is the only Temporary Certificate held by the applicant.)

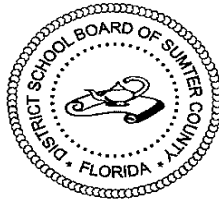
The above applicant has satisfactorily demonstrated each of the competencies required in Florida Statutes for all Educators in Florida.

Name of Research School/Public School/Non-public School/Approved Entity: _____

Signature: _____ Date: _____

Sent to FL DOE _____ Yes _____ No Initials: _____ Date: _____

Exit Survey 2015-2016



Peer Mentoring Support Program

In order to continue a Mentoring Support Program that benefits all participants, we must collect information that will improve the services to new instructional staff in the Sumter County School District. Please use the space provided below to highlight positive aspects or specific concerns that should be addressed in the program.

Thank you for your feedback.

- 1. What aspects of the Mentoring Support Program do you feel positively impacted new staff in Sumter County Schools?*

- 2. What aspects of the Mentoring Support Program should be eliminated or are not beneficial to new staff in Sumter County Schools?*

- 3. What items or recommendations do you feel would improve the Mentoring Support Program for new staff in Sumter County Schools?*

FINAL THOUGHTS...

“Teachers are not ‘finished products’ when they complete a teacher preparation program. Strong residency and mentored induction experiences during their initial years in the classroom provide beginning teachers with invaluable support as they lay the groundwork to become accomplished teachers. A well-planned, systematic induction program for new teachers is vital to maximize their chances of being successful in any school setting...”

[p. 20]

No Dream Denied

National Commission on Teaching and America’s Future

Washington, D.C., January 2003

http://www.nctaf.org/documents/no-dreamdenied_summary_report.

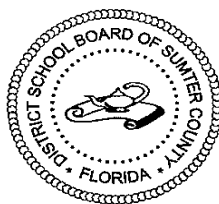
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Allison Nave

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