SUMTER COUNTY SCHOOL BOARD
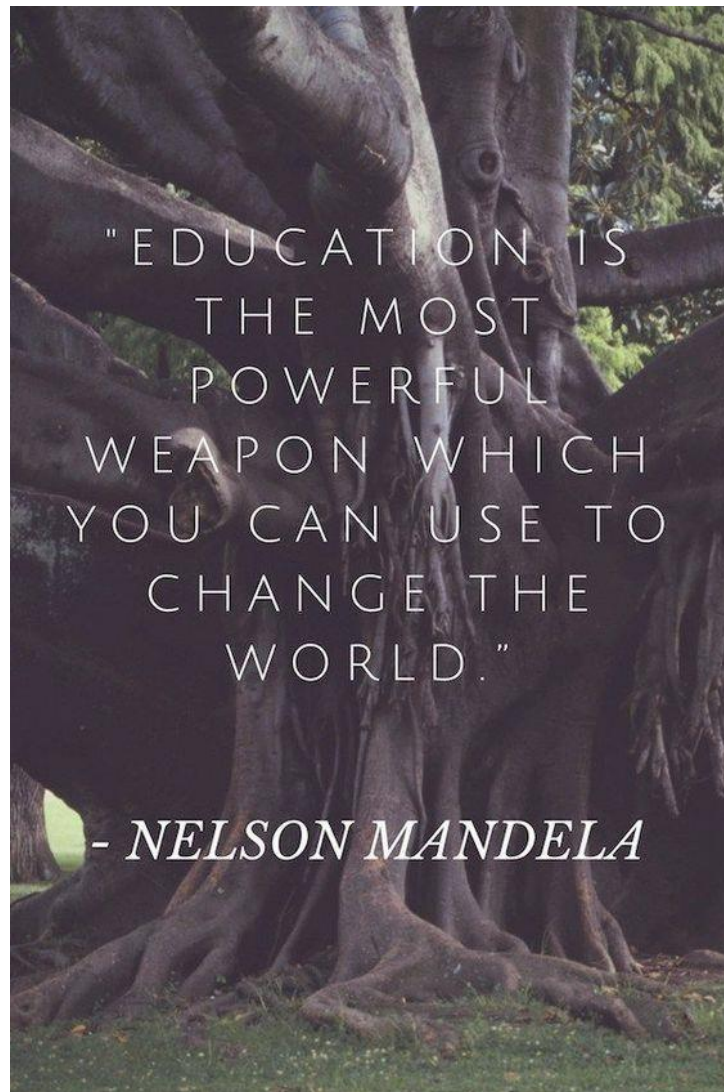
TEACHER INDUCTION & MENTORING PROGRAM

Beginning Teachers with Professional Certificates

"EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD."

- NELSON MANDELA

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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	**PARTICIPANTS**
I.	Induction Program	All teachers new to Sumter County
II.	Mentoring Program	
	A. Career Support	Experienced teachers new to Sumter County
	B. Beginning Support	Inexperienced teachers new to Sumter County and/or teachers seeking Professional Education Competence.

Be the teacher who makes kids →excited← to come to school every day.

The teacher next door

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 five days of orientation training activities, conducted by district personnel prior to preplanning.

PARTICIPANTS: All teachers new to the Sumter County School System

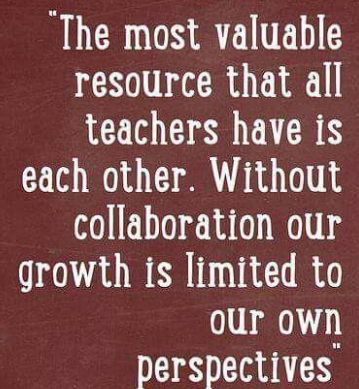## EXPECTED OUTCOMES OF THE PROGRAM

An Introduction to:

- ✓ Sumter County Schools and Educator Ethics
- ✓ The *First Days of School by Harry Wong* and *A Framework for Teaching* by Charlotte Danielson
- ✓ The High Performance Learning-Focused Lesson and AVID Foundations
- ✓ Classroom Management
- ✓ Conflict Resolution & De-escalation
- ✓ Office 365

COMPLETION OF THE INDUCTION PROGRAM

Participants will receive in-service points for successful completion of the Induction Program.

LATE HIRES

Monthly orientations will take place 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.

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives"

--Robert John Meehan

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.

BEGINNING TEACHER WITH PROFESSIONAL CERTIFICATE

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** who hold or are eligible for a Florida Professional Certificate.

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 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:
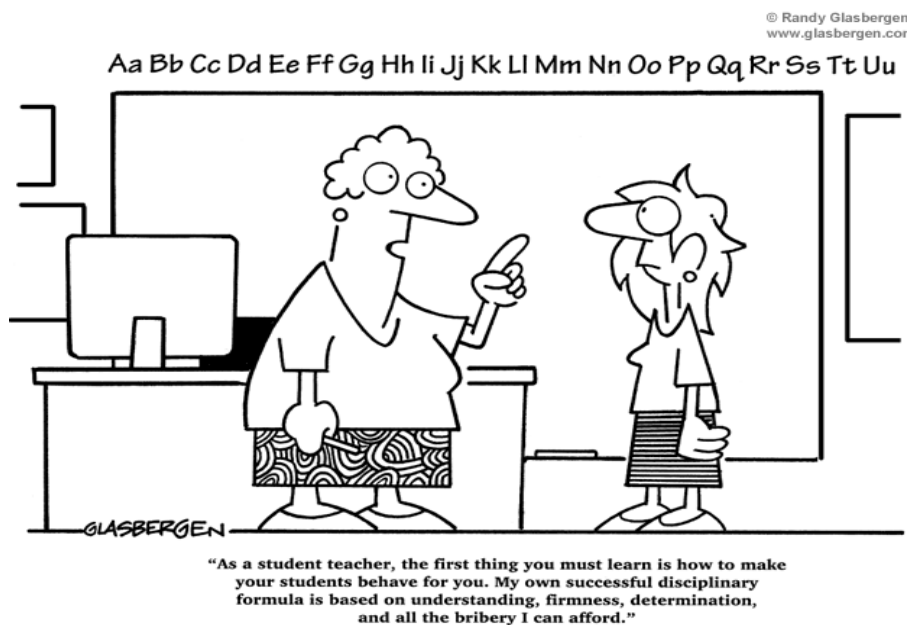
- School policies and procedures

- School/grade level curriculum

- Sumter County Teacher Evaluation

- Florida Educator Accomplished Practices (FEAP's)

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 three 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 completed Clinical Educator Training.

"As a student teacher, the first thing you must learn is how to make your students behave for you. My own successful disciplinary formula is based on understanding, firmness, determination, and all the bribery I can afford."

CONTACT WITH THE TEACHER

The mentor teacher will meet weekly with the new teacher at an established place and time for the purpose of conferencing and consultation on the established checklist items.

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

OBSERVATIONS OF THE TEACHER

The peer mentor will observe the new teacher's classroom **a minimum of once per nine weeks.** A SWIVEL device may be checked out of the school library to accomplish the observation 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 to complete a review of the new teacher's current practice. The purpose of the discussion is to celebrate successes, identify challenges, and determine what support and resources are needed to become more effective in components identified as needing improvement. Question stems are provided to prompt quality discussions. The team will document the post observation conference in the Interactions Log.

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

Program completion will commence when the beginning teacher has successfully completed the activities listed in the Mentoring Support Program and has submitted all required paperwork to the office of Professional Development.
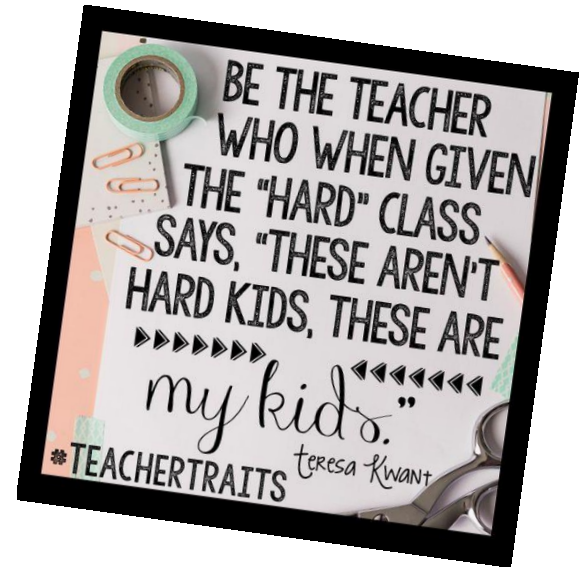
PARTICIPANT RESPONSIBILITIES FOR BEGINNING TEACHERS

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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 SPC
- 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 SPC

Peer Mentor

- Attends and completes a *Clinical Educator* training.
- Attends a partnering session with the assigned Peer Mentee prior to the beginning of the school year.
- Completes the *Peer Mentor-Mentee Contract*.
- Supports the new teacher (mentee) as an advocate and a professional confidant.
- Meets with the mentee **weekly** and at scheduled times throughout the semester, 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 once per nine weeks** and meets with the teacher in a post observation conference.
- Completes a Verification of Services form each nine weeks.
- 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.
- Completes the *Peer Mentor-Mentee Contract.*
- Asks questions, exchanges ideas, and seeks advice and information from the Peer Mentor.
- Meets with the Peer Mentor **weekly** at scheduled times throughout the semester, 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.

BEFORE SCHOOL STARTS

BUILDING TOUR

___ School location and general layout (grade levels or departments, teacher parking, bus area, etc.)

___ School office areas (guidance, 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, copier, 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).

___ 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

___ 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

___ 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, 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

___ 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, and procedures for students performing below expectations.

___ Review schedule for district testing: FSA, iReady, EOC, Formative Assessments.

OCTOBER

___ 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 and Interactions Log.**

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

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 and Interactions Log.

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

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

   ___ **REQUIRED: Mentor and Mentee complete the Exit Survey**

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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