



SECTION II MENTORING

SECTION OVERVIEW

Our goal as a school district is to provide a system of induction for new teachers to effectively assimilate to the culture of the community and school environment through a mentoring program that is tailored to meet the needs of each individual teacher. We also strive to ensure new teachers are provided with professional support and guidance that will enhance teaching performance and student achievement. The program also provides opportunities for the personal and professional growth of new teachers through collaboration with an assigned mentor teacher who is highly qualified and based at their school.

REQUIRED ACTION AS A RESULT OF THE JOINT PLAN:

- Required Action 1: Discuss the new teacher mentoring program during New Teacher Orientation.
- Required Action 2: Ensure all African American teachers in year one through three of teaching career are enrolled in the new teacher mentoring program.
- Required Action 3: Ensure each new African American teacher is assigned a highly qualified mentor at their school.
- Required Action 4: Ensure the new teacher mentoring program is tailored to meet individual needs of African American teachers.

ADDITIONAL RECOMMENDATIONS FROM EQUITY COMMITTEE:

Recommendation 1: Provide a plan that specifically addresses mentoring African American teachers and instructional staff.

Recommendation 2: Strategies used to ensure that mentors are culturally competent and open to diversity present.

Recommendation 3: Identifiable increase in more African American mentors present.

Recommendation 4: Documentation that criteria for mentors was widely publicized by principals and recommended teachers.

Recommendation 5: Use of incentives, such as, comp time in exchange for serving as a mentor.

Recommendation 6: Retired African American educators being used as informal mentors.

Section II - Mentoring Required Action 1





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/18/2020

School/Department: Curriculum & Instruction

Report generated by: Mrs. Cynthia Emerson, Mrs. Terri Beckham, and Mrs. Julie Kastensmidt

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.
Mr. Richard Myhre

Required Action (please include the number and description): Section II – Required Action 1: Discuss the new teacher mentoring program during New Teacher Orientation.

Explanation of Evidence: During New Teacher Orientation, information is shared about the school district's New Teacher Mentoring Program known as the STAR Program in 2019 -2020 and STARR Program currently. The evidence for this section includes the New Teacher Orientation agenda and PowerPoint for 2019 – 2020 and 2020 – 2021. The mentoring program information is on page 25 of the 2019 – 2020 New Teacher Orientation PowerPoint and slide 17 for the 2019-2020 New Teacher Orientation PowerPoint and slides 20 and 21 of the 2020 – 2021 New Teacher Orientation PowerPoint. In addition, the teachers serving on the New Teacher Panel often allude to the support they receive from the school and district levels. The 2019 – 2020 STAR Manual and 2020 – 2021 STARR Manual can be found in Attachment B. The manuals give the entire program overview.

Results of Action Taken: Teachers who attend New Teacher Orientation are aware of the STARR Program. Within two weeks of New Teacher Orientation, new teachers/hires participate in a school-based orientation, and within a month of starting in the district, first year teachers participate in monthly STARR Meetings on their respective campuses. In email, teachers are given written directions and a screencast describing how to properly keep a mentor log and submit it at the end of each semester.

Reflection: During the first part of the year, teachers, new to the profession or not, are overwhelmed but are grateful to have a mentor to support them with their questions and needs. The mentor log does take time to properly document interactions between mentor and mentee.

Section II - Mentoring Required Action 1 Attachment A



REQUIRED ACTION 1

Discuss the New Teacher Mentoring Program during New Teacher Orientation.

EXPLANATION OF ATTACHMENT

In Attachment A you will find the following evidence of implementation:

- 2019 – 2020 New Teacher Orientation Agenda showing that the New Teacher Mentoring Program (STAR) was discussed during New Teacher Orientation.
- 2019 - 2020 New Teacher Orientation PowerPoint
- 2020 - 2021 New Teacher Orientation Agenda showing that the New Teacher Mentoring Program (STARR) was discussed during New Teacher Orientation.
- 2020 – 2021 New Teacher Orientation PowerPoint



School District of Indian River County

New Teacher Orientation – VBE – Thursday, August 1, 2019

8:30-8:35	Welcome/overview of the day/Do Now	PD Specialists
8:35-8:45	Community Building – World’s Biggest Fan (Rock, paper, scissors)	PD Specialists
8:45-8:50	Students Welcome	Middle school students (book donation/what teachers mean to me)
8:50-9:00	Mentor Supports/What to Expect	PD Specialists
9:00-10:00	Building Relationships/Growth Mindset	PD Specialists
10:00-10:10	Break	
10:10-11:10	Routines and Procedures	PD Specialists
11:10 -11:20	Education Foundation IRC Lawyers Auxiliary	Cynthia Falardeau Janet Hill
11:20-11:35	What’s on Your Mind/New Teacher Panel Questions	PD Specialists
11:35-12:35	Lunch	Sponsored by MidFlorida Credit Union
12:40-1:25	New Teacher Panel	Mosblech, Carney, Storts, Favela, and Wright
1:25-1:40	Time Management	PD Specialists
1:40-1:45	St. Thomas University Online	Johanna Newman
1:45-2:00	Formative Assessments	PD Specialists
2:00	Wrap up/Survey	PD Specialists



Welcome New Teachers



New Teacher Orientation
July 31, 2019

1

Welcome

Dr. Susan Moxley
Interim Superintendent



Mrs. Pam Dampier
Assistant Superintendent of
Curriculum and Instruction



2

Group Norms

- Start and end on time
- Cell phones on vibrate/silent
- Be respectful toward colleagues
- Listen to and hear one another's viewpoints
- Come prepared
- Remain engaged
- Be positive

3

Community Building

4

Parking Lot



District Questions

5

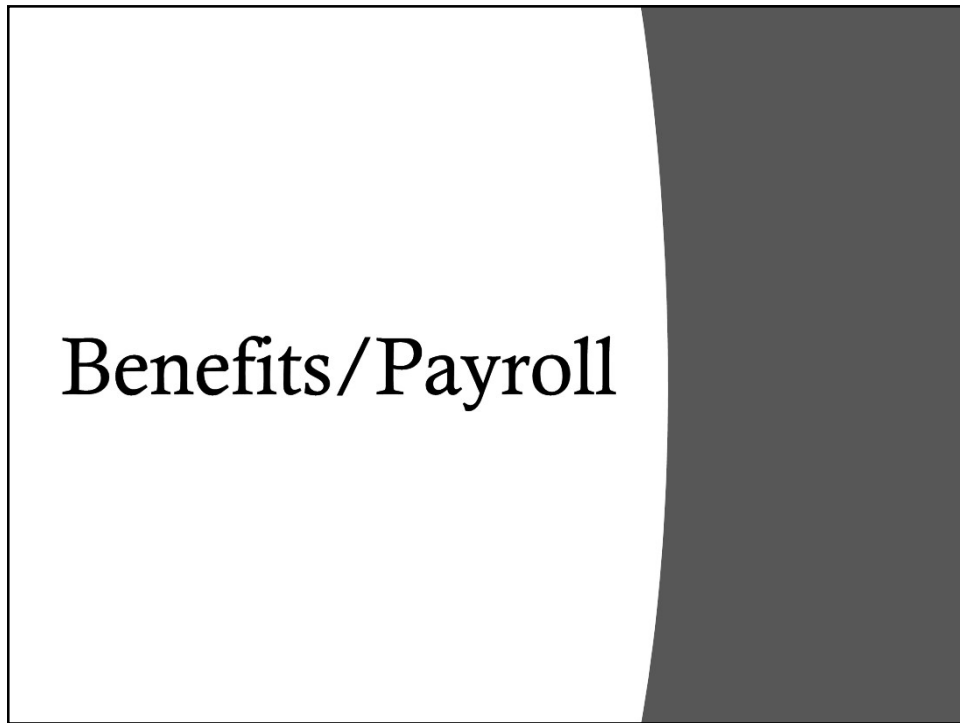
Dr. Nikki
Mosblech
Teacher of
the Year
2019-2020



6



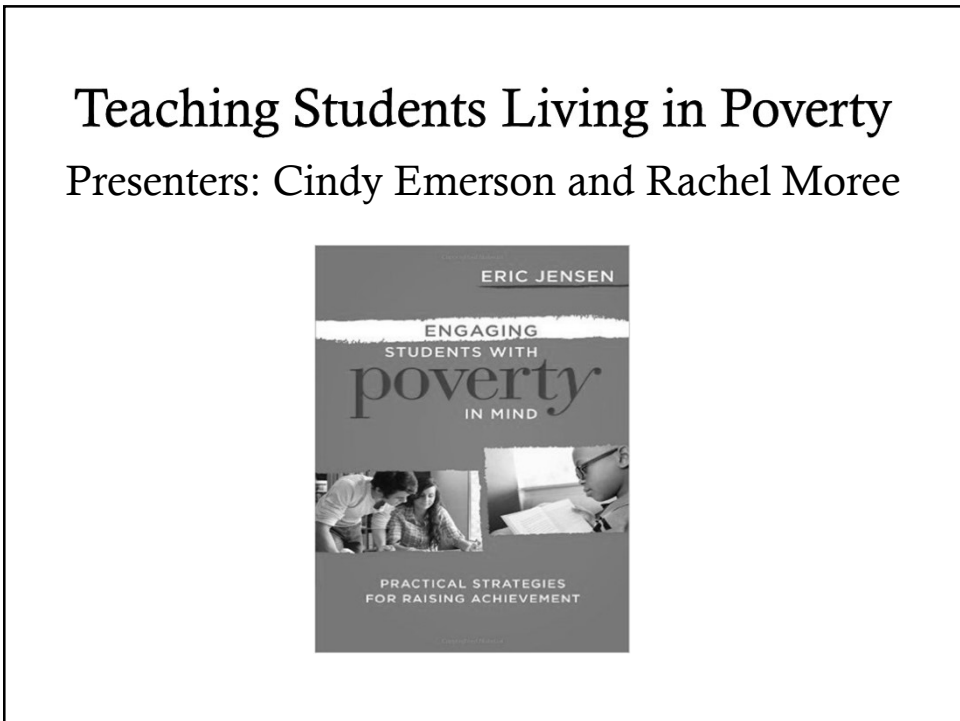
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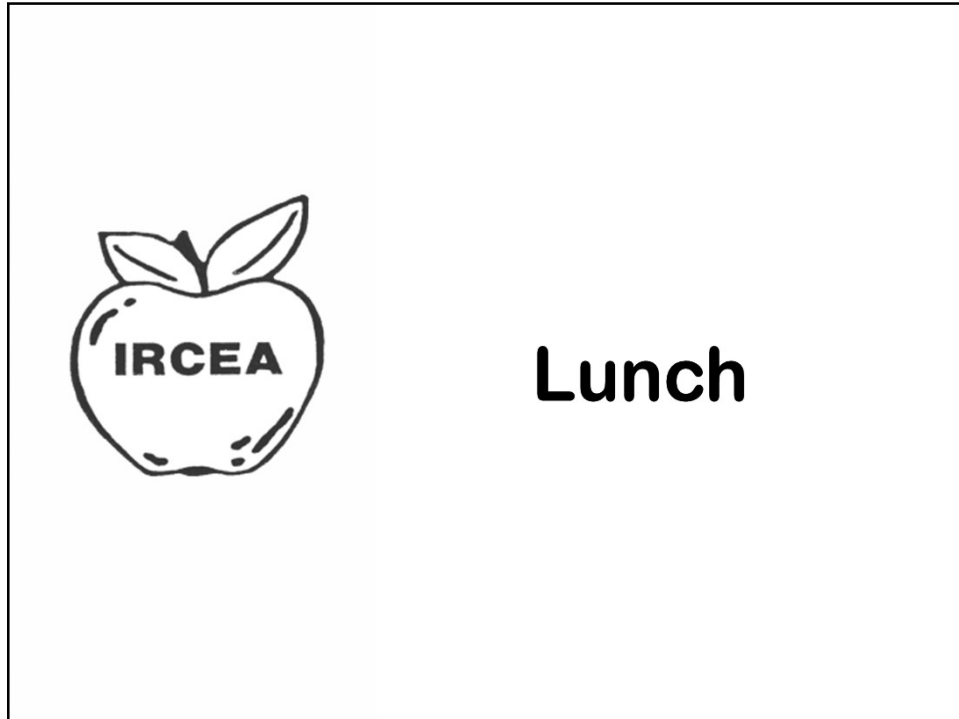
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13

iReady Training
Julie Green
K-8 ELA and Math Teachers

Brain Research/Instructional
Routines
High school/Elective Teachers

14

Technology Training Specialists and Kerri Wall

15

school year!

Please fill out the survey
before you leave.



terri.beckham@indianriverschools.org
anitra.cummings@indianriverschools.org
julie.kastensmidt@indianriverschools.org

16

Mentor Supports/What to Expect

- ALL teachers new to the District receive a mentor assigned by school administration.
- New Teachers (0-3 years experience) receive a mentor for the entire school year.
- Veteran teachers (4+ years experience) receive a mentor for at least ½ a school year.
- PDC Representative – teacher at each school willing and able to assist you
- Instructional Coach – Literacy, Math, Science, STEM (varies on each campus)
- PD Specialist – Anitra, Julie, and Terri – meet with new teachers on a scheduled basis

Advocate for yourself! Ask questions. Everyone is wanting to see you succeed! If you are successful, your students are successful!

17

Questions for New Teacher Panel

- Tomorrow, there will be several new teachers from various backgrounds coming to share information with you and answer your questions.
- In your table group brainstorm a list of questions that you want answered.
- After composing your list, prioritize the questions in order from most important to least important.
- We will do our best to ensure all questions get answered tomorrow.

18

Do Now

When you walked in today, you picked up a small piece of paper. On your paper, write down what you are taking away from yesterday's training.

How will yesterday's learnings impact your students?



19

New Teacher
Orientation

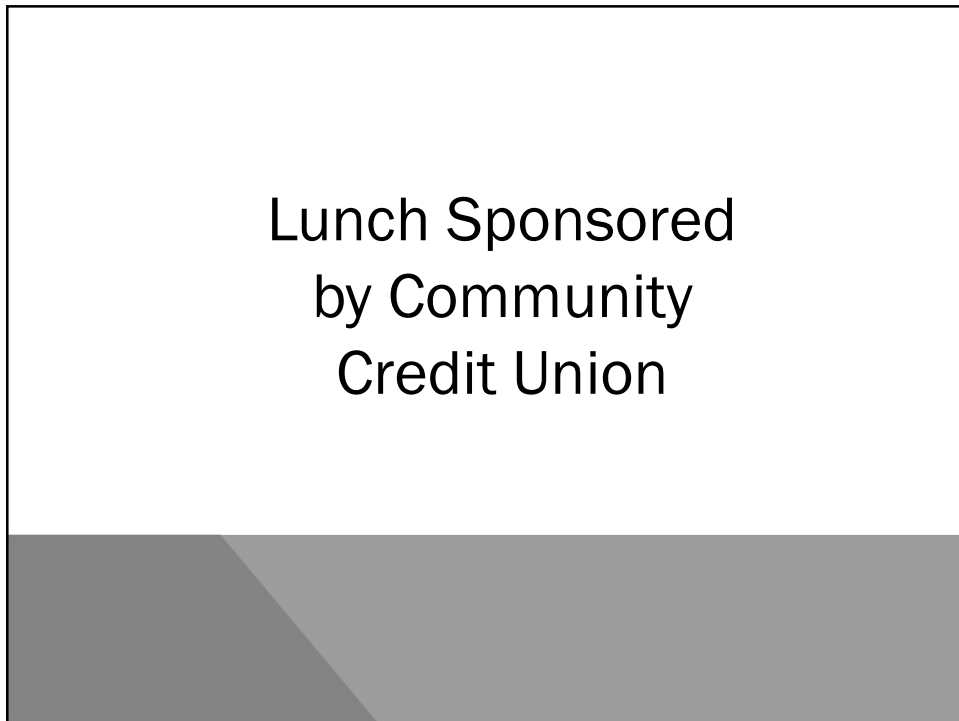
August 1, 2019



20



21



22



Where is the nearest branch?
You're holding it!

Community
credit union
FLORIDA

**Take control of your financial life,
from the palm of your hand.**



Visit ccuFlorida.org/eBranch to read about the services and view demos. Or speak to a **Member Service Representative**. Call 321.690.2328 (outside Brevard, 1.800.690.2338)

23



New Teacher Panel

24

Think about it...

Think about a special teacher in your life.

What made them special?

25

Discipline
vs.
Procedures

- Discipline – how students BEHAVE...teacher determines penalties and/or rewards
- Procedures – how things are DONE...NO penalties or rewards given to the students
- When you need to discipline be sure to praise in public and correct in private. Your instruction takes precedence. Students should not be disciplined during the lesson.

26

Rules

- ◆ Have 3-5 rules that align with your grade level, department, and school.
- ◆ Decide if you want rules to be general or specific.
- ◆ Remain fair and consistent when enforcing the rules.



27

Procedures

- ◆ **If firm procedures are in place, your class will look like it runs on “autopilot!”**
- ◆ **Procedures must be EXPLAINED, REHEARSED, and REINFORCED.** Procedures can be reviewed year round, when necessary.
- ◆ **Consistency is key!**
- ◆ **If a procedure is no longer working, ditch it! Find a new procedure that does work.**



28

Positive Expectations

- ◆ Teachers who set and communicate high expectations to **ALL** of their students obtain greater academic performance from these students than do teacher who set low expectations.
- ◆ If you fail to prepare....prepare to fail!

*We tend to live
up to our
expectations.*

Earl Nightingale
POSITIVEMOTIVATION.NET

29

Characteristics of a Well Managed Classroom

- ◆ Students are involved in work. Very little lecturing.
- ◆ Students know the expectations and follow the expectations.
- ◆ Students feel and are successful.
- ◆ There is little to no wasted time, confusion, or disruption. Transitions are tight.
- ◆ The classroom climate is work orientated but relaxed.

30

Reflection

Quick Write-

What kind of teacher do you hope to be this year?



31




32



33

Importance of building relationships with your students

- ◆ Get to know your students, let your students get to know you, and let them get to know one another.
- ◆ Sanford Harmony – most Elementary and Middle Schools

A black and white photograph showing a male teacher with short, light-colored hair, wearing a dark vest over a light-colored shirt. He is sitting at a desk, smiling warmly at a young student who is partially visible on the right. The teacher is looking down at a book or paper on the desk. The background is slightly blurred, showing what appears to be a classroom setting with a chalkboard.

34

Building Relationships

- ◆ Jigsaw Activity – The Power of Positive Relationships
Assemble in your group (all seven colors should be represented in your group).
- ◆ Identify a time keeper, recorder, and presenter.
- ◆ Independently read the introduction, your assigned section, and the conclusion. Be prepared to discuss your portion of the article with your group. (10 minutes to read; 30 seconds to share per person; 10 minutes to write down, on chart paper, at least one or two ideas that stood out most to the group)
- ◆ One person from each group will share out to the entire group.

35

Growth
Mindset



36



37

Kahoot

- ◆ Using your smartphone – in groups of no more than four, go to Google and type in “Play Kahoot”
- ◆ Enter the game number you see on the screen

38



39

What did you learn
from the video?

How does this apply
to your role as
classroom teacher?

40

Formative Assessments

Formative assessments are...

- ◆ Tools teachers use to gather evidence of what students know.
- ◆ Used to adjust lessons as necessary to ensure students' success.
- ◆ Used throughout the standard/unit of study.

Formative assessments are NOT...

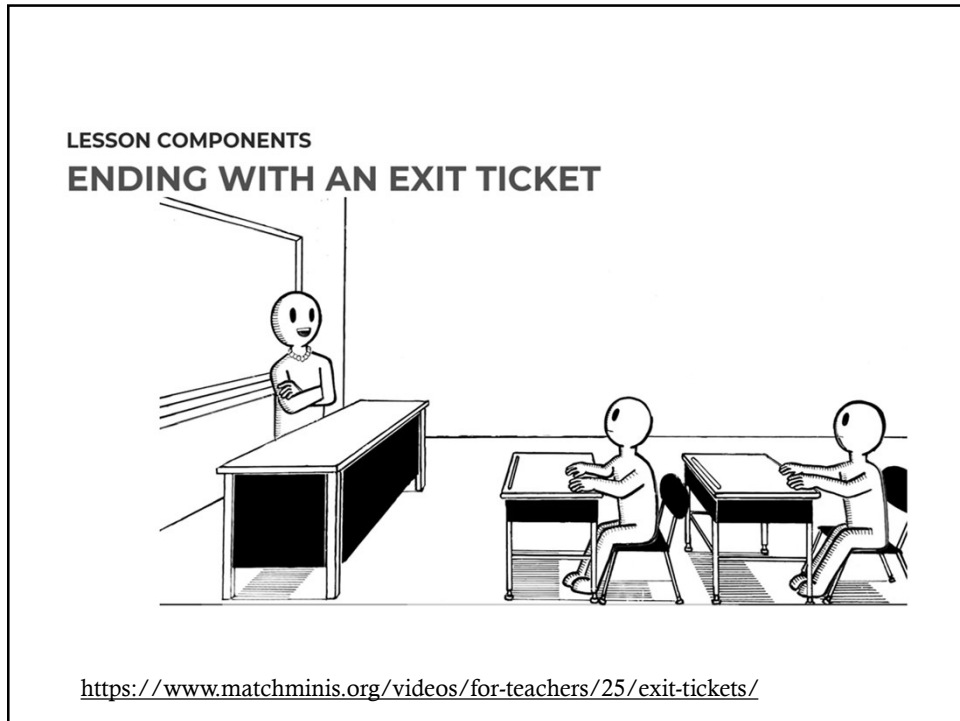
- ◆ Chapter or unit test
- ◆ Florida State Assessment (FSA)
- ◆ Midterm or End of Course Exam
 - ✓ These types of tests are known as "summative assessments."

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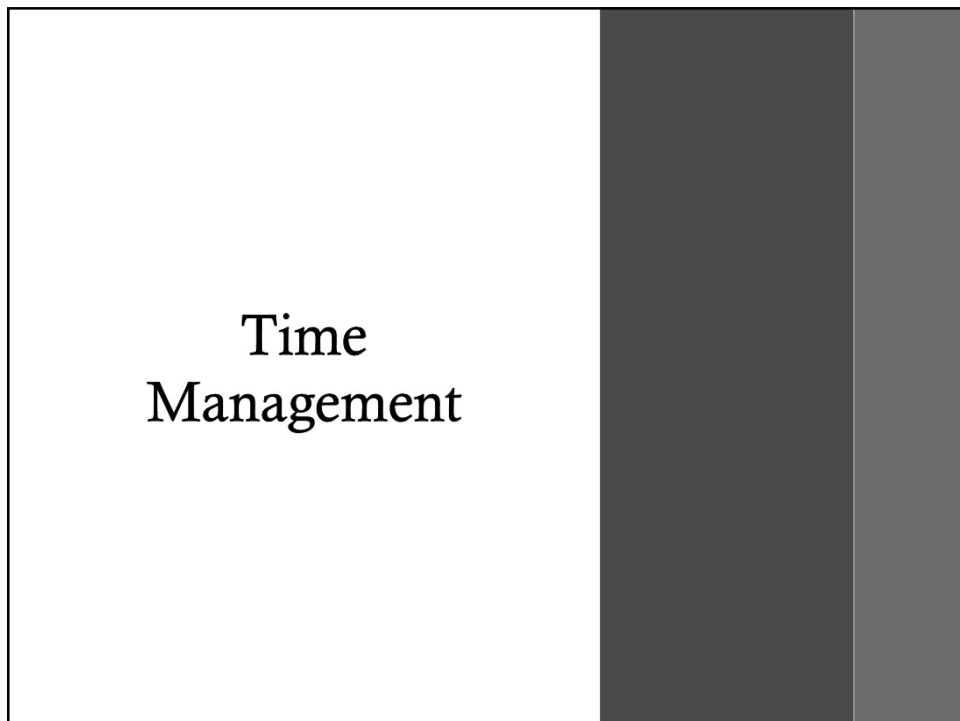
Examples of Formative Assessments

- ◆ Exit Ticket
- ◆ Journal entries
- ◆ Two or three sentence summary based on the day's lesson
- ◆ Four corners
- ◆ Plickers or Kahoot It
- ◆ Observations
- ◆ Intently listening to turn and talks
- ◆ Conferences with students
- ◆ Self-evaluations
- ◆ Dry erase boards

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Time Management

On a sticky note, answer the following question -

- ◆ What does time management mean to you?

- ◆ Read the article - **8 Timeless Time Management Strategies**

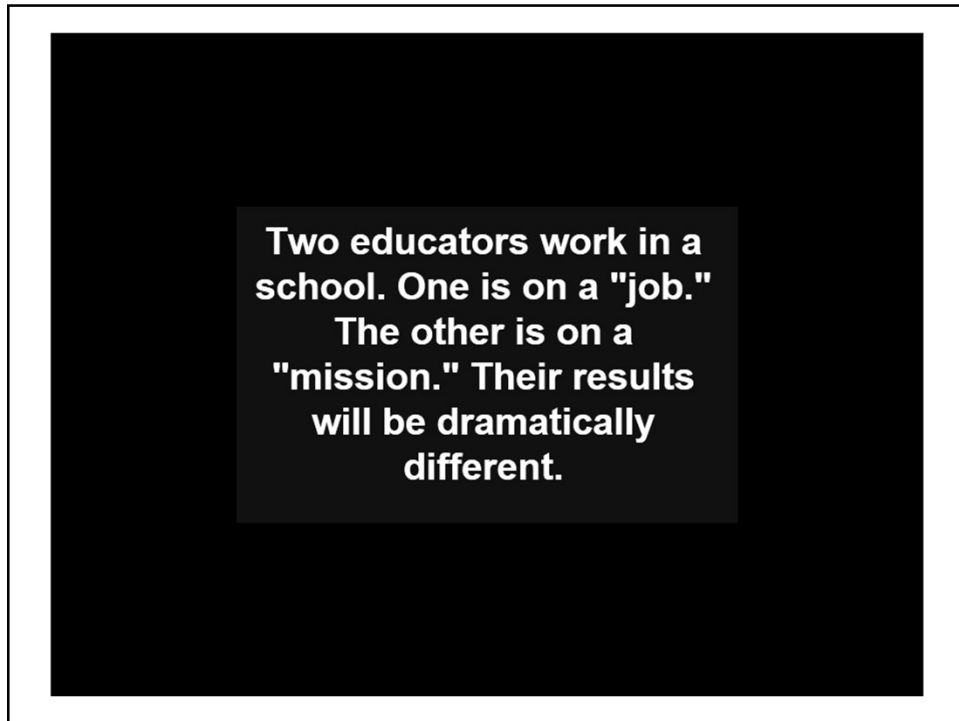
- ◆ Why is it important for teachers to prioritize their work?

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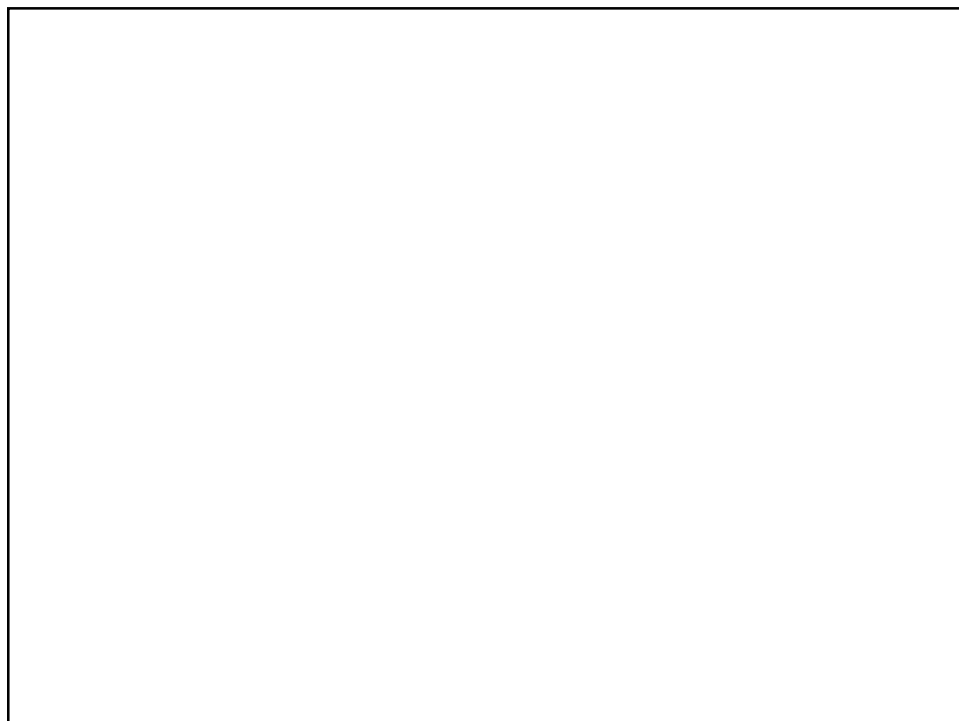
*Wrap Up
and
Reflection*



46



47



48



New Teacher Orientation

School District of Indian River County

#StrongerTogether #Newteacherorientation

**New Teacher Orientation – District Office (TEC)
Wednesday, July 29, 2020**

3:00 pm -5:00 pm

Teachers arrive at the District Office TEC anytime between these hours to complete the following:

- Claim IT account
- Ask personal questions to payroll, HR, and benefits
- Obtain name badge
- Visit vendors
- Ask questions to PD/Curriculum Specialists





New Teacher Orientation

School District of Indian River County

#StrongerTogether #Newteacherorientation

New Teacher Orientation – VBE – Thursday, July 30, 2020		
8:00-8:15 am – Claim IT account if not done the night before. Light breakfast in café sponsored by MidFlorida Credit Union.		
8:15 – 8:45	Welcome/Introductions	Dr. David K. Moore, Board Members, Mr. Scott Bass, Mr. Richard Myhre, and Dr. Colleen Lord
8:45 - 8:50	Motivational Speaker	Diana O’Connor, 2021 SDIRC Teacher of the Year
8:50 – 8:55	Mid Florida Credit Union	Carrie Anderson and Team
8:55 - 9:00	Community Building/Parking lot	PD and Curriculum Specialists
9:00 –10:30	Human Resources	Beth Hofer, Michelle Olk, Dr. Edwina Suit, and Mike Smeltzer
10:35– 12:15	Technology Training	Kerri Wall and IT Team
12:15- 1:00	Lunch	Sponsored by Mid Florida Credit Union IRCEA – Jennifer Freeland
1:10 – 2:50	Technology Training	Kerri Wall and IT Team
2:55 – 3:10	Social Media	Cristen Maddux
3:10-3:55	Cultural Competence	Dr. Christina Jacobs
3:55-4:00	Wrap up/Survey	PD Specialists





New Teacher Orientation

#StrongerTogether #Newteacherorientation
School District of Indian River County

New Teacher Orientation – VBE – Friday, July 31, 2020

8:00 - 8:15 – Light breakfast in café sponsored by MidFlorida Credit Union

8:15 – 8:20	Welcome/overview of the day/Do Now	PD Specialists
8:20 – 8:30	Community Building – Content related	PD Specialists
8:30 - 8:55	Mentor Supports and Log/What to Expect/Coaching	PD Specialists
8:55 - 9:35	Building Relationships/Growth Mindset	PD Specialists
9:35-9:50	Equity	Dr. Deborah Long
9:50-10:05	Break	
10:05 - 11:05	Routines and Procedures	PD Specialists
11:05 - 11:15	Education Foundation IRC Lawyers Auxiliary	Douglas Herron, Executive Director Janet Hill
11:15 – 11:30	Time Management	PD Specialists
11:30 – 11:45	Formative Assessments/Monitoring	PD Specialists
11:45 - 12:00	What’s on Your Mind/New Teacher Panel Questions	PD Specialists
12:00 - 12:45	Lunch	Sponsored by MidFlorida Credit Union
12:45 – 1:15	New Teacher Panel	Sharette Greenidge, Tara Powell, Maritza Lahodik, and Morgan Chasteen
1:15-1:30	Wrap Up/Survey	PD Specialists

1:30-3:00	iReady (all K-8 ELA, Math, and K-8 ESE)	Julie Green
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Welcome New Teachers



New Teacher Orientation
Wednesday, July 29, 2020

1

Welcome New Teachers



New Teacher Orientation
Thursday, July 30, 2020

2

Welcome

Dr. David K. Moore
Superintendent



Mr. Richard Myhre
Assistant Superintendent of
Curriculum and Instruction



3

Diana O'Connor

SDIRC Teacher
of the Year
2020-2021



4



5

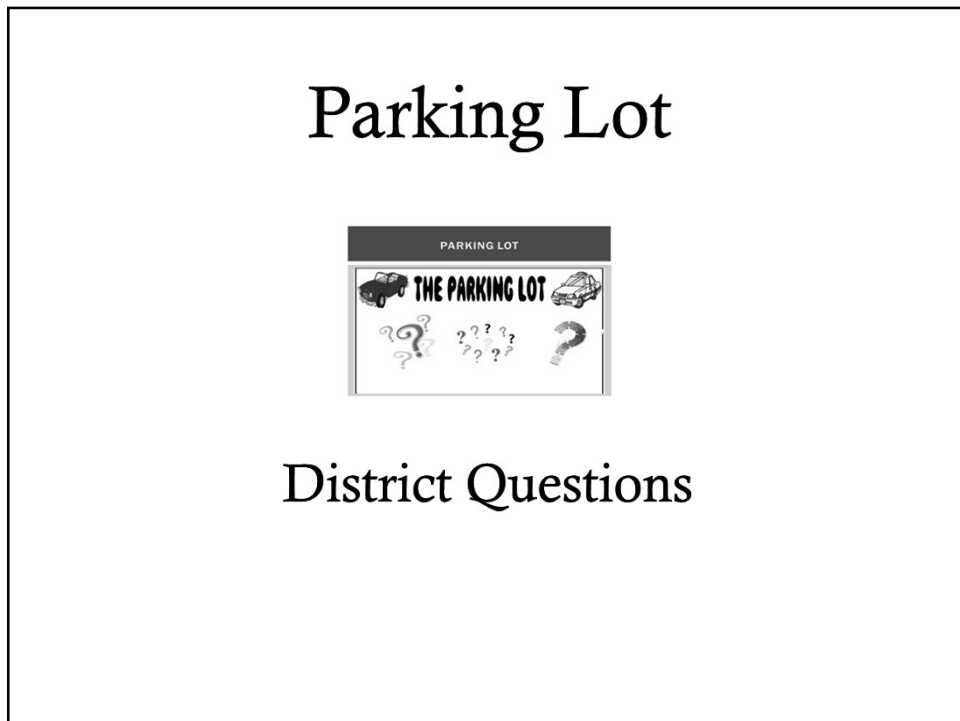
Group Norms

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- Be respectful toward colleagues
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- Come prepared
- Remain engaged
- Be positive

6



7

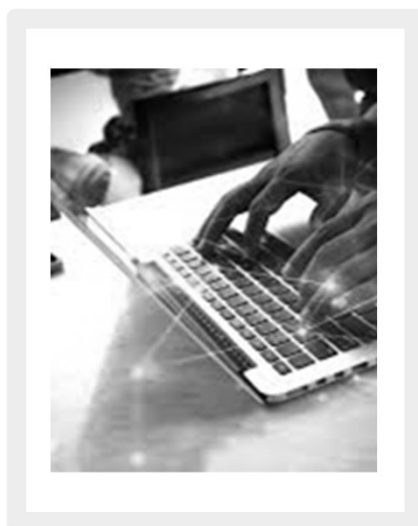


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Human Resources

9



Technology Training



Kerri Wall

10

MIDFLORIDA

What A Bank Should Be

Lunch
12:15-1:00

11



Technology Training



Kerri Wall

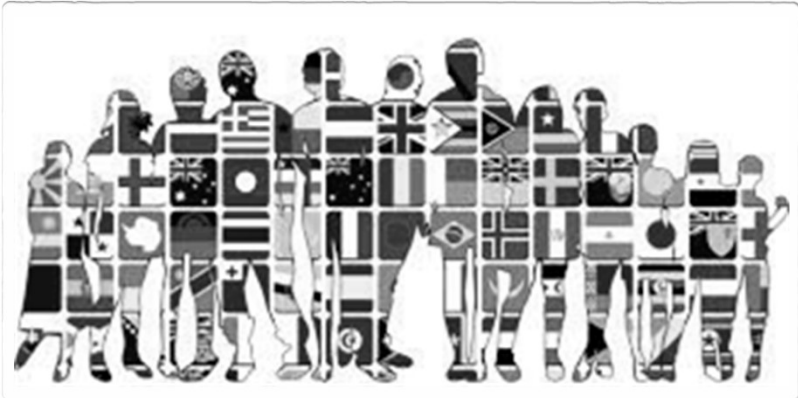
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Social Media

Cristen Maddux
SDIRC Public Information
Officer

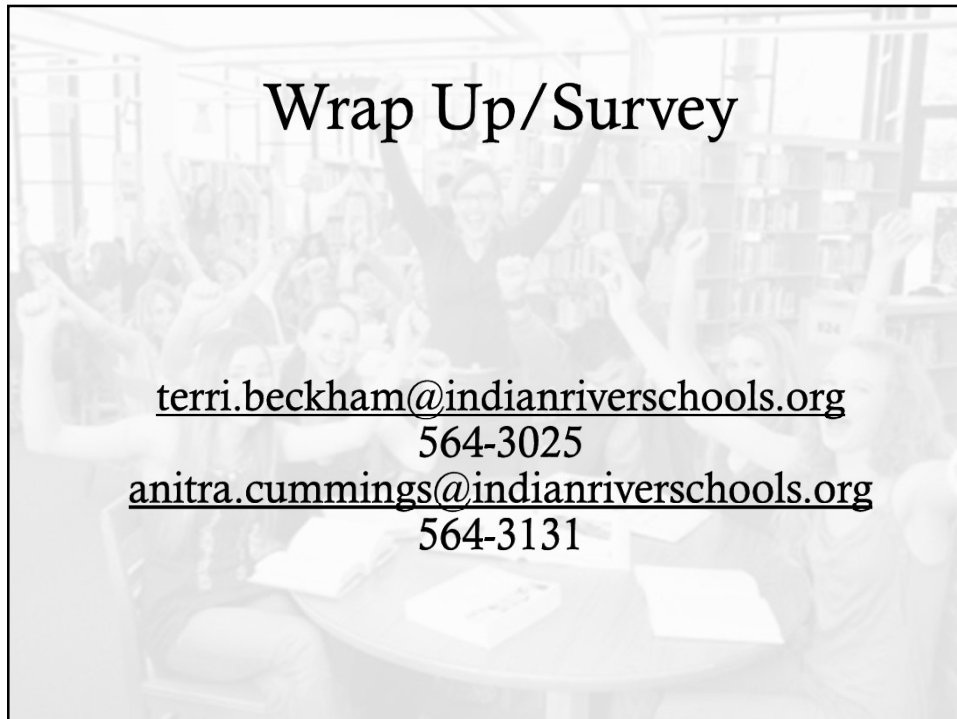
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Cultural Competence

Dr. Christina Jacobs, Coordinator of Student Services

14



Wrap Up/Survey

terri.beckham@indianriverschools.org
564-3025


anitra.cummings@indianriverschools.org
564-3131

15

Do Now

At your seat is a piece of paper. On your paper, write down what you are taking away from yesterday's training.

How will yesterday's learnings impact your students?



16

Welcome New Teachers



New Teacher Orientation
Friday, July 31, 2020

17

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Mentor Supports/ What to Expect

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- Veteran teachers (4+ years experience) receive a mentor for at least ½ a school year.
- PDC Representative – teacher at each school willing and able to assist you
- Instructional Coach – Literacy and Math
- PD and Content Specialists – Curriculum and Instruction Team

Advocate for yourself! Ask questions. Everyone is wanting to see you succeed!
If you are successful, your students are successful!

20



|

SDIRC's STAR/ACP Program Mentor Log

2020-2021

New Teacher's Needs:

New Teacher Name and Employee ID # _____

Mentor Teacher Name and Employee ID # _____

School: _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable


_____ Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the

21

Importance of building relationships with your students

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22

Building Relationships

The Power of Positive Relationships

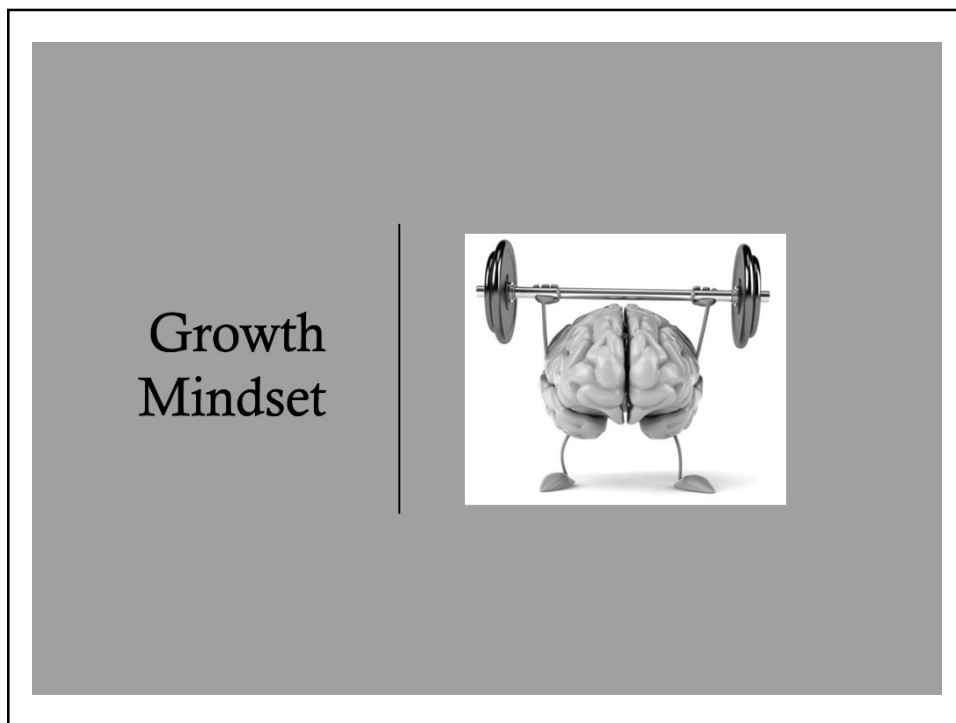
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Kahoot

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- ◆ Enter the game number you see on the screen

27



28

What did you learn
from the video?

How does this apply
to your role as
classroom teacher?

29



Equity

Dr. Deborah Long,
Coordinator of Family &
Community Engagement

30



31

**Discipline
vs.
Procedures**

- Discipline – how students BEHAVE...teacher determines penalties and/or rewards
- Procedures – how things are DONE...NO penalties or rewards given to the students
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up to our
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Earl Nightingale
POSITIVEMOTIVATION.NET

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Characteristics of a Well Managed Classroom

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- ◆ Students feel and are successful.
- ◆ There is little to no wasted time, confusion, or disruption. Transitions are tight.
- ◆ The classroom climate is work orientated but relaxed.

36

Reflection

Quick Write-

What action steps do you need to take to set the stage for learning when we start back to school?



37

Mr. Douglas Herron,
Executive Director of
the Education
Foundation

Janet Hill, Treasurer of
the Lawyers' Auxiliary



38

Time Management

39

Time Management

On a sticky note, answer the following question -

- What does time management mean to you?
- Read the article - **8 Timeless Time Management Strategies**
- Why is it important for teachers to prioritize their work?

40

Formative Assessment

Formative assessments are...

- ◆ Tools teachers use to gather evidence of what students know.
- ◆ Used to adjust lessons as necessary to ensure students' success.
- ◆ Used throughout the standard/unit of study.

Formative assessments are NOT...

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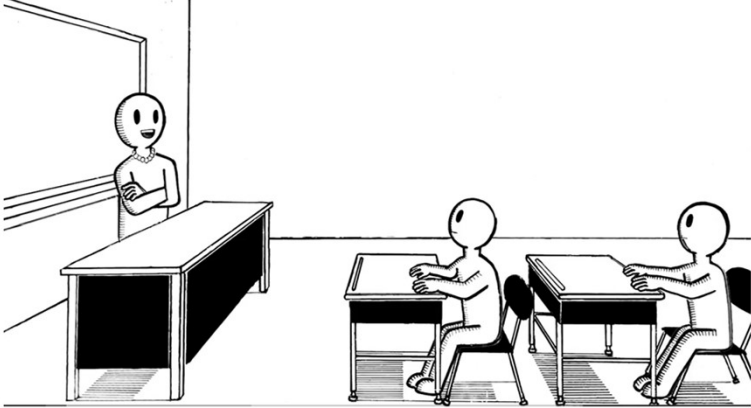
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Examples of Formative Assessments

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- ◆ Plickers or Kahoot It
- ◆ Observations
- ◆ Intently listening to turn and talks
- ◆ Conferences with students
- ◆ Self-evaluations
- ◆ Dry erase boards

42

LESSON COMPONENTS
ENDING WITH AN EXIT TICKET



<https://www.matchminis.org/videos/for-teachers/25/exit-tickets/>

43

Questions for New Teacher Panel

- After lunch, there will be some new teachers with various backgrounds coming to share information with you and answer your questions.
- In your table group, brainstorm a list of questions that you want answered.
- After composing your list, prioritize the questions in order from most important to least important.
- We will do our best to ensure all questions get answered.



44

MIDFLORIDA

What A Bank Should Be

Lunch
12:00-12:45

45



New Teacher Panel

46

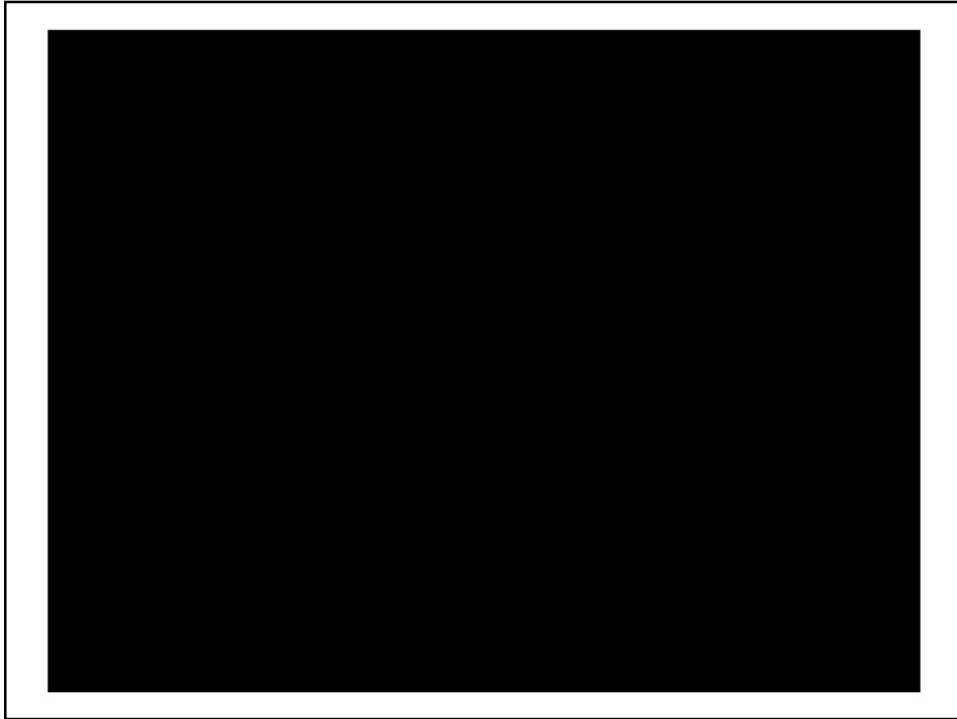
Wrap Up, Survey, and Reflection



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Two educators work in a school. One is on a "job." The other is on a "mission." Their results will be dramatically different.

48




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iReady Training

Julie Green

K-8 ELA, Math, and ESE
Teachers

The logo for i-Ready Diagnostic & Instruction, featuring a stylized cube icon to the left of the text "i-Ready" in a bold, sans-serif font, with "Diagnostic & Instruction" in a smaller font below it. The entire logo is set against a light gray gradient background.

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Section II - Mentoring

Required Action 1

Attachment B



REQUIRED ACTION 1

Discuss the New Teacher Mentoring Program during New Teacher Orientation.

EXPLANATION OF ATTACHMENT

In Attachment B you will find the following evidence of implementation:

- 2019 – 2020 New Teacher Mentoring Program Plan (STAR)
- 2020 – 2021 New Teacher Mentoring Program Plan (STARR)

New Teacher Support System

2019-2020

School District of
Indian River County



STAR PROGRAM
New Teacher Support

Strengthening Teachers
and Relationships



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I. Vision and Mission

Vision:

To build a dynamic foundation for new teachers by developing relationships that foster collaboration, creativity, critical thinking, and confidence.

Mission:

To create an environment where new teachers feel supported and have access to high quality professional development and coaching, personalized to their individual needs in the classroom.

The STAR Program will:

Provide a system of induction for new faculty members to effectively assimilate new teachers to the culture of the community and school environment.

Provide new teachers with professional support and guidance that will enhance teaching performance and student achievement.

Provide information for new teachers on available resources and necessary district policies and procedures.

Provide opportunities for the personal and professional growth of experienced teachers through collaboration with new teachers and other mentor teachers.

Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities with the school district.

Levels for New Teachers:

Level 1- Any teacher who is new to the School District of Indian River County and has 0-1 teaching experience.

Level 2- Any teacher who has been in the School District of Indian River County that has 1-2 years teaching experience.

Level 3- Any teacher new to the School District of Indian River County that has more than 3 years experience.

II. Roles and Responsibilities

New Teacher:

In general, the role of a new teacher in the STAR program is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new teachers that will support and assist their success in the school building, district, and profession.

The specific responsibilities of the New Teacher are:

- To perceive the Teacher Induction Program as an opportunity for professional growth and participate in these activities with that goal in mind.
- To participate in peer observation experiences with mentor and other teachers.
- To work cooperatively with mentors and building administrators to identify areas where support and assistance are appropriate.
- To reach out to more experienced teachers when a need or question arises.
- To attend monthly STAR Meetings on the teacher's campus.
- Make every effort to attend monthly Mindset Monday learning opportunities at the District.

School Based Administrator (Lead Facilitator of the STAR Program):

The general role of the Administration is to provide support for the STAR Program by facilitating the components of the program and providing the new teacher and mentor teacher with the necessary time and resources to fulfill their respective responsibilities.

The specific responsibilities of the Administration are:

- To assign mentors to any new teacher or other teachers deemed necessary by administration.
- To assign a new teacher with a mentor immediately upon hiring at any time during the school year.
- Ensure all mentors attend the mentor orientation at the beginning of the year.
- Provide time for mentors/mentees to observe one another.
- Plan and facilitate the monthly STAR Meeting on your campus.
- Ensure the new teacher observes an effective teacher.
- Monitor new teacher support from mentor. (Are they meeting regularly? Is it a good match?)
- Encourage new teachers to attend PD facilitated by PD Specialists.
- Encourage new teachers to attend monthly Mindset Monday PD at the District.
- To be available to mentors and new teachers as necessary throughout the school year.
- To provide training on the Marzano Evaluation System.

Mentor (3 or more years of teaching experience AND Clinical Educator Trained):

The overall role of the Mentor Teacher is to provide daily support, advice, and counsel to the new teacher, Level I, II, and III, helping him or her to have a successful experience in the school and community.

The specific responsibilities of the Mentor Teacher are:

- To participate in professional development to assist them in fulfilling their role as a mentor.
- To attend mentor orientation at the beginning of the school year and follow up sessions throughout the year.
- To serve as a professional role model.
- To assist the new teacher in understanding and meeting the responsibilities of the profession.
- To assist the new teacher in becoming familiar with all school and district policies and procedures.
- To assist the new teacher in learning the educational values of the communities we serve.
- To meet formally and informally with the new teacher bi-weekly throughout the school year.
- To guide the new teacher to other staff members and resources who can provide direction and support.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To follow the checklist of activities and initial the log as activities are completed.
- To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.
- Observe the new teacher and provide non-evaluative feedback through the coaching cycle.
- Make every effort to attend monthly Mindset Monday meetings at the District.

Professional Development Council (PDC Reps):

The general role of the PDC Rep is to provide support for Level I, Level II, and Level III teachers by facilitating monthly professional developments and assisting these teachers with support and advice throughout the school year.

The specific responsibilities of the PDC reps are:

- To guide the new teacher to other staff members and resources who can provide direction and support.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To observe new teachers and provide non-evaluative feedback on the monthly PD focus based on the STAR Meeting.
- Provide an open classroom to model effective teaching strategies.
- To attend monthly Mindset Monday meetings at the District and facilitate learning during those sessions.
- Collect, maintain, and submit school-based rosters for all PD sessions.
- Attend all monthly STAR meetings on their campus.
- Distribute emails from the district office regarding upcoming PD offerings.

Professional Development Specialist:

The general role of the District Professional Development Specialist is to create and deliver professional development for all new teachers throughout the year. In addition, based on the school's tiered level of support and teacher need, the Professional Development Specialist can offer individualized coaching for new teachers.

The specific responsibilities of the Professional Development Specialist are:

- To develop and deliver the New Teacher Orientation two-day training.
- To create modules on various topics for use during the monthly STAR meetings on each campus.
- To create and deliver ongoing learning opportunities for mentors.
- To provide individual Cycles of Support on an as needed basis, as requested by administration, and based on the school's level of tiered support.
- To model effective teaching strategies.
- To facilitate/participate in monthly Mindset Monday PD sessions.

III. Activities and Dates of Professional Development

Activities	School					District
	Level I New Teacher	Level II New Teacher	Level III New Teacher	Mentor	School Based Admin	PD Specialist
Introduction to STAR Program: School based administrator will receive information and resources about the STAR Program.					x	x
District Launch: District New Teacher Orientation (2 Day Orientation)	x	x	x			x
School Launch: School-Based New Teacher Orientation New Teachers and Administrator will meet to review check listed items.	x	x	x	optional	x	
Matching of Mentors: Administrator will match new teacher (all levels) with a qualified mentor.					x	
Mentor Training: Mentors will receive initial and ongoing training to learn how to best assist new teacher.				x	x	x
Mentor/Mentee Gathering: Mentors and mentees will gather and meet for the first time.	x	x	x	x	x	
Monthly School Based STAR Meetings: New Level I teachers will meet with administrator to receive PD based upon needs or suggested topics.	x			x	x	x
District Monthly PD (Mindset Mondays) All new teachers are invited to participate in monthly Mindset Monday PD from 4-6pm.	x	x	x	optional	optional	x

IV. Administrator Check List

1st Week	<input type="checkbox"/> Assign Mentor	STAR Administrator	Date:
STAR Orientation (School Based)	<input type="checkbox"/> School Vision and Mission <input type="checkbox"/> Tour of Campus <input type="checkbox"/> Review of Teacher Handbooks and Procedures <input type="checkbox"/> Curriculum Overview <ul style="list-style-type: none"> <input type="checkbox"/> Daily Schedules <input type="checkbox"/> Instructional Routines <input type="checkbox"/> Standards, Curriculum Maps, Unit Assessments <input type="checkbox"/> CPalms and other resources 	STAR Administrator	
1st Week	Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Scheduling Absences through online system <input type="checkbox"/> Leave Form Procedure <input type="checkbox"/> Teacher sign-in and out policy <input type="checkbox"/> Hours for teacher and students <input type="checkbox"/> Teacher and student dress code <input type="checkbox"/> Extra duties (Hall, bus, etc.) <input type="checkbox"/> Lunch procedures <input type="checkbox"/> Emergency Drills (code yellow, red, and blue) <input type="checkbox"/> IT Support, Help Ticket <input type="checkbox"/> Faculty Handbook <input type="checkbox"/> Setting Up Voicemail/Email <input type="checkbox"/> Visitors on Campus 	STAR Administrator	
1st Month	<input type="checkbox"/> IPDP (Individual Professional Growth Plan) <input type="checkbox"/> Continued Support with Instructional Routines, Planning, and Marzano <input type="checkbox"/> Marzano Overview <ul style="list-style-type: none"> <input type="checkbox"/> Forms A, B, and Reflection, Categories, timelines, and procedures True North Logic <input type="checkbox"/> Focus and iReady Training	STAR Administrator	

V. Monthly Professional Development Focus

Month:	Available modules for monthly school meetings
August	<ul style="list-style-type: none"> • New Teacher Orientation <ul style="list-style-type: none"> ○ Growth Mindset ○ Building Relationships ○ Time Management ○ Routines and Procedures ○ Formative Assessments
September	<ul style="list-style-type: none"> • Building Classroom Routines and Procedures • Cooperative Learning – Marzano High Yield Strategy • Parent Communication/ Preparing for Conferences
October	<ul style="list-style-type: none"> • Identifying Similarities and Differences – Marzano High Yield Strategy
November	<ul style="list-style-type: none"> • Summarizing and Notetaking – Marzano High Yield Strategy
December	<ul style="list-style-type: none"> • Reinforcing Effort and Providing Recognition – Marzano High Yield Strategy
January	<ul style="list-style-type: none"> • Homework and Practice – Marzano High Yield Strategy
February	<ul style="list-style-type: none"> • Nonlinguistic Representations – Marzano High Yield Strategy
March	<ul style="list-style-type: none"> • Setting Objectives and Providing Feedback – Marzano High Yield Strategy
April	<ul style="list-style-type: none"> • Cues, Questions, and Advanced Organizers – Marzano High Yield Strategy
May	<ul style="list-style-type: none"> • Reflection of the 2019-2020 school year/Looking Ahead to Next Year

VII. Important District Phone Numbers

STAR Program	Terri Beckham	564-3025
STAR Program	Julie Kastensmidt	564-3121
STAR Program	Anitra Cummings	564-3131
PD Records Specialist	Wendee Haddick	564-3032
Teacher's Union	Liz Cannon	564-3544
Human Resources	General Information	564-3178
Employee Benefits	Amy Yeitter	564-3175
Payroll	Kathleen Ritch	564-3068
Teacher Certification	Laurie Janssen-Silvia	564-3116
Transportation	Jennifer Idlette	978-8801

Be in the "Know"

Worksite Names:

1. My mentor: _____
2. Team/grade/department chair: _____
3. Other members on my team: _____

4. Principal: _____
5. Assistant Principal: _____
6. School Secretary: _____
7. Reading/Math Coach: _____
8. Custodian who cleans my room: _____
9. Cafeteria worker(s): _____
10. Computer Lab Manager/IT: _____

SDIRC Lingo

ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactive Disorder
AESOP	Automated Educational Substitute Operator
AP	Assistant Principal/Advanced Placement
ASD	Autism Spectrum Disorder
BQ	Bottom Quartile
CBT	Computer Based Testing
DCF	Florida Department of Children and Families
DOE	Department of Education
DQ	Design Question
ED	Economically Disadvantaged
ELL	English Language Learner
EP	Educational Plan for Gifted Students
EOC	End of Course Exam
ESOL	English Speaker of Other Languages
ESSA	Every Student Succeeds Act
FRL	Free and Reduced Lunch
IB	International Baccalaureate
IEP	Individualized Educational Plan
IRCEA	Indian River County Education Association
IPDP/PGP	Individualized Professional Development Plan/Professional Growth Plan
LRE	Least Restrictive Environment
MTSS	Multi-tiered System of Support
OT	Occupational Therapy
PBIS	Positive Behavior Intervention and Supports
PT	Physical Therapy
PTA	Parent Teacher Association
RTI	Response to Intervention
SAC	School Advisory Council
SBI	Standards Based Instruction
SDIRC	School District of Indian River County
SIP	School Improvement Plan
SLD	Specific Learning Disability
SRO	School Resource Office
STAR	Strengthening Teachers and Relationships (New Teacher Program)
TOY/EOY	Teacher of the Year/Employee of the Year
VPK	Voluntary Pre K
504	Students with Medical Impairments

New Teacher Support System

2020-2021



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I. Vision and Mission

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Provide information for new teachers on available resources and necessary district policies and procedures.

Provide opportunities for the personal and professional growth of experienced teachers through collaboration with new teachers and other mentor teachers.

Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities with the school district.

Levels for New Teachers:

Level 1- Any teacher who is new to the School District of Indian River County **and** has 0 years teaching experience.

Level 2- Any teacher who has been in the School District of Indian River County that has 1-2 prior years teaching experience.

Level 3- Any teacher new to the School District of Indian River County that has more than 3 years experience.

II. Roles and Responsibilities

New Teacher:

In general, the role of a new teacher in the STARR program is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new teachers that will support and assist their success in the school building, district, and profession.

The specific responsibilities of the New Teacher are:

- To perceive the Teacher Induction Program as an opportunity for professional growth and participate in these activities with that goal in mind.
- To participate in peer observation experiences with mentor and other teachers.
- To work cooperatively with mentors and building administrators to identify areas where support and assistance are appropriate.
- To reach out to more experienced teachers when a need or question arises.
- To attend monthly STARR Meetings on the teacher's campus.
- Participate in quarterly surveys, from the PD Department, depicting current needs.
- Make every effort to attend monthly Mindset Monday learning opportunities at the District.
- To meet with school assigned mentor weekly, complete the Mentor Log, and submit to the District each semester.

School Based Administrator (Lead Facilitator of the STARR Program):

The general role of the Administration is to provide support for the STARR Program by facilitating the components of the program and providing the new teacher and mentor teacher with the necessary time and resources to fulfill their respective responsibilities.

The specific responsibilities of the Administration are:

- To assign mentors to any new teacher or other teachers deemed necessary by administration.
- To assign a new teacher with a mentor immediately upon hiring or at any time during the school year.
- Schedule, plan, and facilitate all STARR meetings.
- Ensure all mentors attend the school-based mentor orientation at the beginning of the year.
- Provide time for mentors/mentees to observe one another.
- Ensure the new teacher observes an effective teacher.
- Monitor new teacher support from mentor. (Are they meeting regularly? Is it a good match?)
- Encourage new teachers to attend monthly Mindset Monday PD at the District.
- To be available to mentors and new teachers as necessary throughout the school year.
- To provide training on the Marzano Evaluation System.
- To collect Mentor Logs at the culmination of each semester and submit all Mentor Logs to the Professional Development Department.

Mentor (3 or more years of teaching experience AND Clinical Educator Trained):

The overall role of the Mentor Teacher is to provide daily support, advice, and counsel to the new teacher, Level I, II, and III, helping him/her to have a successful experience in the school and community.

The specific responsibilities of the Mentor Teacher are:

- To participate in professional development to assist them in fulfilling their role as a mentor.
- To attend school-based mentor orientation at the beginning of the school year and follow up sessions throughout the year.
- To serve as a professional role model.
- To assist the new teacher in understanding and meeting the responsibilities of the profession.
- To assist the new teacher in becoming familiar with all school and district policies and procedures.
- To assist the new teacher in learning the educational values of the communities we serve.
- To meet formally and informally with the new teacher weekly throughout the school year.
- To guide the new teacher to other staff members and resources who can provide direction and support.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To encourage the new teacher to respond to quarterly needs assessment surveys from the PD Department.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To ensure the new teacher is completing his/her Mentor Log and signing off at the end of each semester before submitted to the District.
- To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.
- Observe the new teacher and provide non-evaluative feedback through the coaching cycle.
- Make every effort to attend monthly Mindset Monday meetings at the District.

Professional Development Council (PDC Reps):

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- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To observe new teachers and provide non-evaluative feedback on the monthly PD focus.
- Provide an open classroom to model effective teaching strategies.
- To attend monthly Mindset Monday meetings at the District and facilitate learning during those sessions.
- Collect, maintain, and submit school-based rosters for all PD sessions.
- Attend all monthly STARR meetings on campus.
- Distribute emails to faculty/staff from the District Office regarding upcoming PD offerings.

Professional Development Specialist:

The general role of the District Professional Development Specialist is to create and deliver professional development for all new teachers throughout the year. In addition, based on the school's tiered level of support and teacher need, the Professional Development Specialist can offer individualized coaching for new teachers.

The specific responsibilities of the Professional Development Specialist are:

- To develop and deliver the New Teacher Orientation two-day training.
- To create modules on various topics for use during the monthly STARR meetings on each campus.
- To create and deliver ongoing learning opportunities for mentors.
- To provide individual cycles of support on an as needed basis, as requested by administration, and based on the school's level of tiered support.
- To model effective teaching strategies.
- To facilitate/participate in monthly Mindset Monday PD sessions.

III. Activities and Dates of Professional Development

Activities	School					District
	Level I New Teacher	Level II New Teacher	Level III New Teacher	Mentor	School Based Admin	PD Specialist
Introduction to STARR Program: School based administrator will receive information and resources about the STARR Program.					x	x
District Launch: District New Teacher Orientation (2 Day Orientation)	x	x	x			x
School Launch: School-Based New Teacher Orientation New Teachers and Administrator will meet to review check listed items.	x	x	x	optional	x	
Matching of Mentors: Administrator will match new teacher (all levels) with a qualified mentor.					x	
Mentor Training: Mentors will receive initial and ongoing training to learn how to best assist new teacher.				x	x	x
Mentor/Mentee Gathering: Mentors and mentees will gather and meet for the first time.	x	x	x	x	x	
Monthly School Based STARR Meetings: New Level I teachers will meet with administrator to receive PD based upon needs or suggested topics.	x			x	x	x
District Monthly PD (Mindset Mondays) All new teachers are invited to participate in monthly Mindset Monday PD from 4-6pm.	x	x	x	optional	optional	x

IV. Administrator Check List

1st Week	<input type="checkbox"/> Assign Mentor	STARR Administrator	Date:
STARR Orientation (School Based)	<input type="checkbox"/> School Vision and Mission <input type="checkbox"/> Tour of Campus <input type="checkbox"/> Review of Teacher Handbooks and Procedures <input type="checkbox"/> Curriculum Overview <ul style="list-style-type: none"> <input type="checkbox"/> Daily Schedules <input type="checkbox"/> Instructional Routines <input type="checkbox"/> Standards, Curriculum Maps, Unit Assessments <input type="checkbox"/> CPalms and other resources 	STARR Administrator	
1st Week	Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Scheduling Absences through online system <input type="checkbox"/> Leave Form Procedure <input type="checkbox"/> Teacher sign-in and out policy <input type="checkbox"/> Hours for teacher and students <input type="checkbox"/> Teacher and student dress code <input type="checkbox"/> Extra duties (hall, bus, etc.) <input type="checkbox"/> Lunch procedures <input type="checkbox"/> Emergency Drills (code yellow, red, and blue) <input type="checkbox"/> IT Support, Help Ticket <input type="checkbox"/> Faculty Handbook <input type="checkbox"/> Setting Up Voicemail/Email <input type="checkbox"/> Visitors on Campus 	STARR Administrator	
1st Month	<input type="checkbox"/> IPDP (Individual Professional Growth Plan) <input type="checkbox"/> Continued Support with Instructional Routines, Planning, and Marzano <input type="checkbox"/> Marzano Overview <ul style="list-style-type: none"> <input type="checkbox"/> Forms A, B, and Reflection, Categories, timelines, procedures, and True North Logic <input type="checkbox"/> Focus and iReady/Achieve 3000 Training	STARR Administrator	

V. Monthly Professional Development Focus

Month:	Available modules for monthly school meetings
August	<ul style="list-style-type: none"> • New Teacher Orientation <ul style="list-style-type: none"> ▪ Growth Mindset ▪ Building Relationships ▪ Time Management ▪ Routines and Procedures ▪ Formative Assessments
September	<ul style="list-style-type: none"> • Building Classroom Routines and Procedures • Cooperative Learning – Marzano High Yield Strategy • Parent Communication/ Preparing for Conferences
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April	<ul style="list-style-type: none"> • Cues, Questions, and Advanced Organizers – Marzano High Yield Strategy
May	<ul style="list-style-type: none"> • Reflection of the 2019-2020 school year/Looking Ahead to Next Year/Review of Marzano’s 9 High Yield Strategies



VI. Mentor Log

SDIRC's STARR/ACP Program Mentor Log

2020-2021

New Teacher's Needs:

New Teacher Name and Employee ID # _____

Mentor Teacher Name and Employee ID # _____

School: _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable

_____ Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Professional Development. (Mentors can earn up to 10 in-service points per semester.)

Mentor's Signature/Date

New Teacher's Signature/Date

VII. Important District Phone Numbers

Director of Educator Quality	Dr. Colleen H. Lord	564-3209
STARR Program	Terri Beckham	564-3025
STARR Program	Anitra Cummings	564-3131
Teacher's Union	Jennifer Freeland	978-8526
Human Resources	General Information	564-3178
Employee Benefits	Amy Yeitter	564-3175
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Teacher Certification	Laurie Janssen-Silvia	564-3116
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Worksite Names:

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3. Other members on my team: _____

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5. Assistant Principal: _____
6. School Secretary: _____
7. Reading/Math Coach: _____
8. Custodian who cleans my room: _____
9. Cafeteria worker(s): _____
10. Computer Lab Manager/IT: _____

VIII. SDIRC Lingo

ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactive Disorder
AESOP	Automated Educational Substitute Operator
AP	Assistant Principal/Advanced Placement
ASD	Autism Spectrum Disorder
BQ	Bottom Quartile
CBT	Computer Based Testing
DCF	Florida Department of Children and Families
DOE	Department of Education
DQ	Design Question
ED	Economically Disadvantaged
ELL	English Language Learner
EP	Educational Plan for Gifted Students
EOC	End of Course Exam
ESOL	English Speaker of Other Languages
ESSA	Every Student Succeeds Act
FRL	Free and Reduced Lunch
IB	International Baccalaureate
IEP	Individualized Educational Plan
IRCEA	Indian River County Education Association
IPDP/PGP	Individualized Professional Development Plan/Professional Growth Plan
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