
Section II - Mentoring Required Action 3





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Curriculum & Instruction

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

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 3: Ensure each new African American teacher is assigned a highly qualified mentor at his/her school.

Explanation of Evidence: The attached evidence compiled for Section II – Required Action 3 shows that 100% of new African American teachers were assigned a highly qualified school-based mentor. The joint plan states, “all teachers who are in years one through three of his/her teaching career in Indian River County are automatically enrolled in the program.” This is clearly evidenced in the documentation spreadsheets in goal 2. Further the joint plan states, “each new teacher will be provided a mentor who works at his or her school.” This has also been established as completed based on the spreadsheets attached to goal 2. The evidence provided in this section is the following: documentation of growth from 2017- 2020 of clinically educated, highly qualified mentors to utilize in our STARR program. We have also grown the number of African American clinically educated trained mentors by 37% in the past 3 years, as suggested in the recommendations from the equity committee. Additional evidence shows the ongoing support given to mentor teachers, on a quarterly basis, to problem solve and support the skill set of our mentors, ensuring they continue to set the highest standards and meet the needs of the ever-growing changes in education.

Results of Action Taken: In 2017, the school district had 12 Clinical Educator Trained African American teachers. Since working to increase the number of African American teachers who are Clinical Educator trained, making them eligible to mentor a new teacher, seven African American teachers have been trained. This is a 37% increase. Two of the seven newly trained individuals have advanced their career within our district. One is now serving as an assistant principal and one as a school counselor. This advancement changed our overall numbers to a 33.3% increase in the number of African American mentors. Our first training 23% of the participants were African American. Two of the sessions, no African American teachers who were recommended chose to attend the sessions. The last two sessions each had one African American teacher participate in the training. Mentors have been trained by a school-based administrator regarding the roles and responsibilities of mentoring another teacher. Each teacher who was either considered new to the profession or new to the district were paired with a Clinical Educated Mentor Teacher for the 19-20 and 20-21 school year.

Reflection:

The School District has taken on a support model to build capacity within the mentors on each site to create a sustainable, long-term approach to supporting new teachers. As we continue to grow the program, we will further encourage leadership opportunities for our African American educators. We have ensured that each new African American teacher was assigned a highly qualified mentor on each respective campus. The Equity Committee made an excellent recommendation to incentivize mentors using comp. time for example. They also recommended using retired African American educators as informal mentors. At this time, we have chosen to not implement these two recommendations as we have been successful in pairing each of our new teacher with a highly qualified school-based mentor. The Equity Committee also recommended we implement strategies to ensure that mentors are culturally competent. This is going to be a district wide focus through the Department of Equity in collaboration with the Department of Educator Quality over the next two years. Every employee in our school district will participate in a 60-hour micro credentialing on cultural competencies. As a next step, all current mentors will receive additional training as it relates to mentoring. We are also including strategies in our Clinical Educator training to ensure our future mentors are culturally competent.

Section II - Mentoring Required Action 3 Attachment A



REQUIRED ACTION 3

Ensure each new African American teacher is assigned a highly qualified mentor at his/her school.

EXPLANATION OF ATTACHMENT

Attachment A includes the following evidence of implementation:

- The 2017 - 2018 list of Clinical Educator trained teachers from, available to mentor, by school as baseline data.
- The 2020 – 2021 list of Clinical Educator trained teachers. This list shows the increase in the number of African American teachers who are Clinical Educator trained, making them eligible to mentor a new teacher. Seven African American teachers have been trained. This is a 37% increase.
- Clinical Educator training rosters
- Clinical Educator training flyer which outlines requirements
- Clinical Educator training PowerPoint

Citrus Elementary

Current Mentors	Clinical Ed. or ICE Trained
Deb Bevan	yes
Kelly Klotzer	yes
Mimi Burlingame	no
Erin Hollander	yes
Ainsley Seeley	no
Ryan Sandgren	no
Kaihla Smith	no

Clinical Educator Trained Teachers at your school
--

Tammy Railton
Allison Bailey
Melissa Caudill
Kelly Klotzer
Andrea Monroe
Laurie Hoover
Kelly Karman
Steven Wert
Deborah Bevan
Sandra Crumpler
Laura Clement
Nicole Del Tufo
Amy Demmy
Lisa Segroves
Erin Hollander
Kelly Vanbuskirk
Debra Vanderlaan
Elaine Koziel
Joann Rondeau
Kim Rahal
Valerie Savoie-Guerra

Beachland Elementary

Current Mentors	Clinical Ed. or ICE Trained
Megan Brescia	no
Adrienne Polverari	yes
Alisa Johnson	no
Lisa Bishop	yes
MaryKay Riley	no
Sarah Evans	no
Christa Kingston	no
Diana O'Connor	yes

Clinical Educator Trained Teachers at your school

Adrienne Polverari
 Jennifer Gabbard
 Diana O'Connor
 Lianne Arce
 Stephanie Bates
 Regina Davis
 Melissa Deluca
 Michelle Stawara
 Brenda Durwin
 Dianne Jellie
 Carolyn Pall
 Julie Baker
 William Kolesnik
 Lisa Bishop
 Denise Palau
 Vickie Fielder

Dodgertown Elementary

Current Mentors	Clinical Ed. or ICE Trained
Denise Swanigan	yes
Stacey Miller	yes
Alexandra Sloan	no
Irene Testa	no
Christian Lindgren	no
Jessica Cantlon	yes
Dana Gatlin	yes
Christina Mackey	no
Michelle Zitch	yes
Kathryn Kasper	yes
Jennifer DeGreave	no

Clinical Educator Trained Teachers at your school
Jessica Cantlon
Kathryn Kasper
Dana Gatlin
Christina Koehler
Stacey Miller
Michele Zitsch
Ashley Dawid
Karen Gray
Denise Swanigan

Fellsmere Elementary

Current Mentors	Clinical Ed. or ICE Trained
Sara DiPardo	yes
Samantha Roeck	no
Erin Strickland	yes
Karen Pagan	no
Carla Cundiff	yes
Alejandra Zendejas	no

Clinical Educator Trained Teachers at your school
Karen Newkirk Jennifer Keeler Tauna Phillips Sandra Howe Erin Strickland Carla Cundiff Sara DiPardo

Gifford Middle

Current Mentors	Clinical Ed. or ICE Trained
Carl Clemons	no
Nancy Demeter	yes
Carol Taylor	no
Amy Houseknecht	yes
Margaret Graffweg	yes
Kristen Knight	no
Heather VanDyke	yes

Clinical Educator Trained Teachers at your school
Jenna Lakins
Margaret Graffweg
Dian Connery
Paul Tomlinson
Debra Schroeder
Amy Houseknecht
Mary Sexton
Elizabeth Cannon
Heather Vandyke
Carlean Browning
Lisa Presti
Melissa Sleeper
Theresa Fevola
Nancy Demeter

Glendale Elementary

Current Mentors	Clinical Ed. or ICE Trained
Lauryn McDaniel	yes
Jennifer Corey	yes
Emily Odom	no
Emily Barrie	yes
Janine Jones (OMS)	yes
Tess Borrengasser	no
Julie Wright	yes
Connie Law	yes
Kim Slade	yes
Rene Koppelman	yes
Debbie Irish	yes

Clinical Educator Trained Teachers at your school
--

Michelle Sims
Donna Graham
Jessica Napier
Jennifer Corey
Lauryn McDaniel
Barbara Presley
Lisa Skinnider
Jessica Porter
Kimberly Slade
Emily Barrie
Julie Wright
Mary Bodger
Connie Law
Rene Koppelman
Debbie Irish

IRA

Current Mentors	Clinical Ed. or ICE Trained
Kim Smith	no
Allison Biandis	no
Crystal Morgan	yes

Clinical Educator Trained Teachers at your school
Crystal Morgan Susan Stewart Nancy Dickson Teresa Baird Caroline Barker Margarett Kelly

Liberty Magnet

Current Mentors	Clinical Ed. or ICE Trained
Tiffany Johnson	no
Mike Gaudio	yes
Jennifer Jones	no
Tricia Perakes	no

Clinical Educator Trained Teachers at your school
--

Sheri Burns Beth Ann Lieberman Alejandra Cendejas Debra Barnes William Daulby Antoinette McCart Leanne Digby Bryant Cynthia Gilbert Terri Hurley Sherry St. Petery Mike Gaudio Michelle Goodin

Oslo Middle

Current Mentors	Clinical Ed. or ICE Trained
Allison Rhoden	no
John Torrent	no
Judith Smith	yes
Robert Riskin	yes
Dawn Hurd	no
Joanna Roux	yes
Susan Kehoe	no
Keren DiSisto	no
Andrew Fallis	no

Clinical Educator Trained Teachers at your school
--

Robert Riskin
Tammy Broxton-Brown
Judith Smith
Shawna Pennell
Timothy Williams
Heide Schwager
Cheryl Campbell
Catherine Damutz
Marsha Reese
Amie Rutherford
Joanna Roux

Osceola Magnet

Current Mentors	Clinical Ed. or ICE Trained
Jamie Coleman	yes
Laura Kachalyo	no

Clinical Educator Trained Teachers at your school
--

Pamela Prange Betsy Nelson Thomas Sarnoski Bridget Bartus Cindy Rodriguez Therese Victoria Bethany Wood Jamie Coleman April Glaser Kathryn Woodall Katherine Boggan Diane Parentela Dolores Shemo Janine Jones Emily Kipp

Pelican Island Elementary

Current Mentors	Clinical Ed. or ICE Trained
Kari Sindone	no
Gayle Sturgis	yes
Donna Wentz	yes
Kelsey Whelan	yes
Kristie Rae	no
Rebecca DeAquair	no
Sharon Klein	yes
Kari Broomell	no
Socorro Luna	no

Clinical Educator Trained Teachers at your school
Carol Coppola
Denise Davis
Sharon Blair
Deborah Lynch
Donna Wentz
Josephine Willems
Sandra Sarus
Jodie Snapp
Cynthia Zans
Tamralyn Frank
Judith Sturgis
Colleen Fobes
Kelsey Whelan
Karen Whelan
Sharon Klein
Joann Walleshauser

Rosewood Magnet

Current Mentors	Clinical Ed. or ICE Trained
Dee Creech	yes
Mary Chavers	yes
Megan Stranzin	yes
Lori Hanlon	yes
Julie Carroll	yes
Karen Cobb	yes

Clinical Educator Trained Teachers at your school

Julie Carroll
 Lisa Ross
 Tabitha Johnston
 Natalie Ern
 Michaelan Marini
 Mary Chavers
 Megan Nesper
 Susan Rosier
 Megan Stranzin
 Tequila Jefferson
 Kelly Palmer
 Karen Cobb
 Lori Hanlon
 Karen Zwemer
 Dee Creech
 Allison Falana
 Angie Sanders
 Jill Halliday
 Joann Palmer
 Chris Ferrari

Sebastian Elementary

Current Mentors	Clinical Ed. or ICE Trained
Rose Brickles	yes
Elizabeth Shukri	no
Katy Bartolini	yes
Alicia Trio	no
Debra Taylor	yes
Michelle Dunderdale	yes
Lisa Mucci	no

Clinical Educator Trained Teachers at your school
Nancy Schroer
Treva Boggan
Maria Muth
Megan Thimmer
Joanne McCarty
Barbara Preziosi
Rose Brickles
Deborah Coughlin
Sara Muto
Pamela Reeves
Deborah Smith
Katherine Bartolini
Carlene Howle
Debra Taylor
Michelle Dunderdale

Sebastian River Middle

Current Mentors	Clinical Ed. or ICE Trained
Jeff Ferguson	no
Mike Coffey	no
Sharon Dotson	no
Cynthia Anderson	yes
Ashby Goldstein (SRHS)	yes
Stella Seixas-McCarthy	yes
Denise Tate	no
Patti Schultz	yes
Robert Crespo	yes
Brad Wright	no
Tim Failla	no
Marie Joseph	no
Silvia Marley	yes
Mia Johnson	no
Heather Dixon	yes
Kasey Berchtold	yes

Clinical Educator Trained Teachers at your school
--

Sylvia Marley Regenia Swanson Stella Seixas-McCarthy Heather Dixon Dionna Farmer Hyun Moon Cynthia Anderson Kim Auger Tamara Brandes Lisa Rieck Fran Walker Jason Armstrong Latoya Bullard Ann Marie Cornacchione Roberto Crespo Patricia Schultz Kasey Berchtold Erin York
--

Sebastian River High

Current Mentors	Clinical Ed. or ICE Trained
Jim Landis	no
William Hanna	no
Mellissa Jenne	no
Jody Brown	no
James DeAmara	no
Cathy Bradshaw	no
Sandy Celesti	no
Denise Colon	yes
Michael Hussey	no
Whitney Barnes	no
Garrett Roux	no
Wylie Green	no

Clinical Educator Trained Teachers at your school
--

Ashby Goldstein
Michelle Funnell
Susan Rosenthal
Dawn Arnett
Elizabeth Pinkney
Brenda Buchweitz
Denise Colon
Lois Kramer
Diane Kaser
Karyn Daniel
Christopher Taylor
Michael Hall
Jatviel Infanzon
Teressa Rogers

Storm Grove Middle School

Current Mentors	Clinical Ed. or ICE Trained
Ida Miller	yes
Amanda Peterson	no
Nadine Council	yes
Shana Nathaniel	yes
Dawn Duchemin	yes
John Coppola	yes
Sonya Bradley	no
Joan Martinelli	yes
Lugene Ross	no

Clinical Educator Trained Teachers at your school
Sean Srigley
Summer Byers
Ida Miller
Dawn Duchemin
Nadine Council
Susan O'Bryan
John Coppola
Joan Martinelli
Ashley Rollin
Amanda Sartain
Concetta Hall
Caitlin Harris
Shana Nathaniel

Treasure Coast Elementary

Current Mentors	Clinical Ed. or ICE Trained
Colleta Murray	yes
Bill Honey	no
Kim Weese	yes
Cindy Honey	yes
Michelle O'Connell	no
Kate Pratt	no
Sandy Mulcahy	no
Theresa Eure	no

Clinical Educator Trained Teachers at your school

Jennifer Alderton
 Roxanne Decker
 Daphna Vogel
 Coletta Murray
 Gayle Green
 Nancy Blessing
 Rebecca Borchardt
 Lisa Durrant
 Kim Weese
 Kim Clements
 Deborah Coyle
 Tabetha Esposito
 Cindy Honey
 Jennifer Freeland

Vero Beach High School

Current Mentors	Clinical Ed. or ICE Trained
Diego Pasca	no
Becky McLaughlin	no
Amy Coonce	yes
Todd Wood	no
Jessica Wood	yes
Steven Byrd	no
Brien Sartain	yes
Emily Gouge	no
Yvonne Gittens	no
Dian Bebbber	no
Paula Hoekzema	yes
Rick Appel	no
Mary Stephany Hiller	no
Carole Butler	yes
Eric Mosblech	no
John-Peter Demsick	no
Allison Moody	no
Jill Payne	no
John Martin	yes
Kristi Odom	yes
Kelly Potter	yes
Mickey Groody	no
Bryan Rahal	yes

Clinical Educator Trained Teachers at your school	
Brian Ihnen	John Martin
Brandon Putzke	Kere Minton
Charles Rustay	Dawn Molton
Amy Coonce	Kelly Potter
Carole Butler	Christine Roger
Danielle Castillo	Kristie Barnes
Bryan Rahal	Paula Hoekzema
Linda Gaddis	Brien Sartain
Maura Lewis	Kristi Odom
Jonnette Wingate	Kimya Louis

Vero Beach Elementary

Current Mentors	Clinical Ed. or ICE Trained
Kate Fiori	yes
Betty Barth	yes
Sherry White	yes
Chelsea Castillo	no
Tisa Blidgen	no
Robyn Tuck-Henson	yes
Jessica Singewald	no
Diane Craner	yes
Anne Smith	no
Summer Byers	yes

Clinical Educator Trained Teachers at your school
--

Sherry White Elaine Ragley Jennifer Riddick Zora Wilson Elizabeth Barth Heather Nesbit Diane Craner Nicole Benson Cari Berwick Kate Fiori Robyn Tuck-Henson Jenna Power Sarah Van Brimmer Sharon Keely

TCCA

Current Mentors	Clinical Ed. or ICE Trained
Leslie Merritts	no

Clinical Educator Trained Teachers at your school
Latonya Ross

ACE

Current Mentors	Clinical Ed. or ICE Trained

Clinical Educator Trained Teachers at your school
Michelle Lamscha Wanda Gilson-Smith

Wabasso

Current Mentors	Clinical Ed. or ICE Trained
Kelley Rowe	yes
Jennifer Schneller	no

Clinical Educator Trained Teachers at your school
Kelley Rowe

<u>Alternative Center for Ed.</u>
Robert McIntosh
Annemarie White
Kathleen Wilson

<u>Beachland Elementary</u>
Julie Baker
Ashley Bangert
Stephanie Bates
Lisa Bishop
Tanya Brown
Sarah Evans
Vickie Fielder
Jennifer Gabbard
Diane Jellie
Deborah Irish
Bill Kolesnik
Diana O'Connor
Denise Palau
Adrienne Polverari
Michelle Stawara
Karen Whelan

<u>Citrus Elementary</u>
Allison Bailey
Deborah Bevan
Melissa Caudill
Laura Clement
Sandra Crumpler
Nicole DeITufo
Amy Demy
Erin Hollander
Laurie Hoover
Hillary Johnston
Kristen Jones
Kelly Karman
Jennifer Keeler
Kelly Klotzer
Andrea Monroe
Rebecca Pylant
Tammy Railton
Julie Rhue
Valerie Savoie Guerra
Lisa Segroves
Ashley Trimm (Darnell)
Kelly VanBuskirk
Debra Vanderlaan
Steven Wert

<u>Dodgertown Elementary</u>
Ashley Dawid
Jennifer DeGraeve
Dana Gatlin
Karen Gray
Kathryn Kasper
ChristinA Mackey
Stacey Miller
TiRhon Parks 
Kristi Schofield
Alexandra Sloan
Denise Swanigan
Michele Zitsch

Fellsmere Elementary
Barbara "Carla" Cundiff
Sara DiPardo
Dionna Farmer
Michele Horton
Sandra Howe
Amanda Libby
Meaghan Morales
Jessica Mowery
Karen Newkirk
Brittany Stolzmann
Erin Strickland

Julie Wright

Indian River Academy
Teresa Baird
Allison Biandis
Nichole Biggs
Amy D'Albora
Brenda Durwin
Brett Hollinger
Margarett Kelly
Elaine Ragley
Leo Vollbracht


Gifford Middle
Carlean Browning
Theresa Fevola
Margaret Graffweg
Lisa Graham
Sherrilynn Hand
Amy Houseknecht
Lisa Presti
Melissa Sleeper
Paul Tomlinson
Heather VanDyke


Liberty Magnet School
Debra Barnes
Sheri Burns
Alejandra Cendejas
William Daulby
Jacki DeCaro
Leanne Digby Bryant
Amy Getchell
Tiffany Johnson 
Beth Ann Lieberman
Kimberly Morrow
Sherry St. Petery
Luna Socorro
Joan Walleshauser

Glendale Elementary
Emily Barrie
Mary Bodger
Jennifer Corey
Heather Dixon
Julie Dossantos
Donna Graham
Rene Koppelman
Connie Law
Lauryn McDaniel
Jessica Napier
Jessica Porter
Patricia Poysell
Barbara Presley
Lisa Skinnider
Kimberly Slade

<u>Osceola Magnet School</u>
Marianne Bartholomew
Bridget Bartus
Katherine Cathcart
Jessica Cantlon
Janine Jones
Emily Kipp
Crystal Morgan
Jennifer Morrow
Betsy Nelson
Diane Parentela
Pamela Prangue
Thomas Sarnoski
Dolores Shemo
Therese Victoria
Bethany Wood
Kathryn Woodall

<u>Oslo Middle</u>
Richard Ballinger
Tammy Broxton-Brown
Brandi Byrd
Cole Cairl
Cheryl Campbell
Robert Cuddeback
Andrew Fallis
Lacey Henley
Carlene Howle
Dawn Hurd
Michelle Mosher
Shawna Pennell
Marsha Reese
Joanna Roux
Heide Schwager
Judith Smith
Lyn Smith
Sherry White
Timothy Williams

<u>Pelican Island Elementary</u>
Jerri Anderson
Katherine Bartolini
Jody Houston
Maria Muth
Krista Sadlers
Sandra Sarus
Chantal Shaw 
Jodie Snapp
Jamie Stalter
Megan Thimmer
Donna Wentz
Kelsey Whelan
Josephine Willems
Cynthia Zans

<u>Rosewood Magnet School</u>
Julie Carroll
Mary Chavers
Karen Cobb
Jamie Coleman
Natalie Ern
Allison Falana
Christina Ferrari
Tabitha Johnson
Clarissa Merritt 
Megan Nesper
Joann Palmer
Kelly Palmer
Susan Rosier
Lisa Ross
Megan Stranzin
Karen Zwemer

<u>Sebastian Elementary</u>
Brenda Akres
Treva Boggan/Cofer
Rose Brickels
Michelle Dunderdale
Cheryl Hoyt
Sharon Klein
Jason Mistretta
Joanne McCarty
Barbara Preziosi
Pamela Reeves

Deborah Smith
Sebastian River High School
Brenda Buchweitz
Sandra Celesti
Denise Colon
AnnMarie Cornacchione
Karyn Daniel
Michael Hall
Diane Kaser
Lois Kramer
Maura Lewis
Elizabeth Pinkney
Teressa Rogers
Stella Seixas-McCarthy
Christopher Taylor
Frances Walker

Sebastian River Middle
Cynthia Andersen
Jason Armstrong
Kim Auger
Kasey Berchtold
Tamara Brandes
Latoya Bullard
Carol Coppola
Robert Crespo
Margaret DiRocco
Tequilla Jefferson
Melissa Kurrus
Margie Lewis
Hyun Moon
Jacquelyn Ogilvie
Twila Patten
Tricia Perakes
Lisa Reick
Patricia Schultz
Gina Sultaire
Regina Swanson
Melody Wright
Erin York

Storm Grove Middle School
Sara Ange
Richard Ballinger
Elizabeth Cannon
Jessica Cathcart
Nadine Council
Nancy Demeter
Jennifer Freeland
Concetta Hall
Caitlin Harris
Joan Martinelli
Ida Miller
Maria Nasci
Shana Nathaniel
Amanda Peterson
Susan O'Bryan
Jean Marie O'Shea
Ashley Rollin
Angela Sanders
Ainsley Seeley
Sean Srigley

Treasure Coast Elementary
Jessica Cantlon
Deborah Coyle
Jennifer Davis
Lisa Durrant
Lesley Froment
Gayle Green
Christina Koehler
Claudia Luna
Carol Melagrano
Coletta Murray
Samantha Pope
Angel Solomon
Daphna Vogel
Kimberly Weese

<u>Vero Beach Elementary</u>
Betty Barth
Nicole Benson
Cari Berwick
Rebecca Borchartd
Shawn Conway
Diane Craner
Kate Fiori
Elizabeth Gonzalez
Jill Halliday
Sharon Keeley
Heather Nesbitt
Jessica Singewald
Robyn Tuck

Clinical Educators 20-21

African American mentors highlighted in yellow

<u>VBHS FLC</u>
Yvonne Gittens X
Jodi Hargreaves
Paula Hoekzema
Ralph Vaughn
<u>Vero Beach High School</u>
Kristie Barnes
Dawn Bennett-Campbell
Salvatore Boccia
James Bowes
Carole Butler
Danielle Castillo
Amy Coonce
Daniel Dickens
Linda Gaddis
Mary Hiller
Page Howell
Richard Lewis
John Martin
Kere Minton
Dawn Molton
Juliana Moroishi
Eric Mosblech
Kristin Odom
Bryan Rahal
Christine Roger
Jonnette Wingate

<u>Wabasso School</u>
Kelley Rowe

Clinical Educator Training

Dates of Training	% African American Participants	Number of African American Teachers trained
5/22/18 and 5/23/18	31%	4/13
7/30/18 and 7/31/18	0%	0/16
12/5/18 and 12/6/18	0%	0/14
6/4/19 and 6/5/19	13%	2/15
1/14/20 and 1/15/20	4%	1/23

See attached rosters

**School District of Indian River County
Participant Attendance Roster -- District Inservice**

Date Began: Tue 29-May-2018 Date Concluded: Wed 30-May-2018 Time: 8:00am-4:00pm Component No: 8406001 *022*

Name of Workshop: Clinical Educator Training (5/29/18 AND 5/30/18) - by invitation only
Location: Gifford Middle Media Center
Presenter: Beckham/Kastensmidt/Cummings Total Points Available: 1 Point per hour

Jan 5/31/18

*** TO RECEIVE INSERVICE PTS, INITIAL UNDER EACH DATE ATTENDED ***

Employee_ID	Name	Phone	School	Certification	Assignment	Initials	29	30	Total
1111151	Bastos, Maria ✓	772.571.7477	SGMS	English 5-9	teacher	<i>MB</i>	<i>MB</i>		14
1112098	Bowes, James ✓	7723596369	VBHS	6-12 Social Studies	U.S. History	<i>JB</i>	<i>JB</i>		14
1113217	Celesti, Sandra ✓	9543246972	SRHS	professional	Algebra 1	<i>SC</i>	<i>SC</i>		14
1100836	Decaro, Jacki ✓	3216525253	LMS	elementary ed	teacher	<i>JD</i>	<i>JD</i>		14
1104762	Degraeve, Jennifer	564-3258	DES	Pre-K/Primary, ESE	1st grade teacher				
1100985	Gittens, Yvonne ✓	772 882-1459	VBHS	Reading, English	Language Arts Teacher	<i>YG</i>	<i>YG</i>		14
1106692	Graham, Lisa ✓	564-3671	GMS	Middle Grades Math 5-9	7th Grade Math	<i>LG</i>	<i>LG</i>		14
1109284	Johnson, Tiffany ✓	772-532-5968	LMS	K-6	1st grade teacher	<i>TJ</i>	<i>TJ</i>		14
1112609	Kurrus, Melissa ✓	772-564-5159	SRMS	K-6, English 5-9	6th grade World Cultures & 7th grade Civics	<i>MK</i>	<i>MK</i>		14
1104759	Merritt, Clarissa ✓	772-564-3854	RMS	Elementary Education/Grades K-6	Kindergarten	<i>CM</i>	<i>CM</i>		14
1111304	Morrow, Kimberly ✓	7725592165	LMS	k6	kindergarten	<i>KM</i>	<i>KM</i>		14
1111381	Perakes, Tricia ✓	321-213-0720	LMS	1-6	5	<i>TP</i>	<i>TP</i>		14
1112388	Shoemaker, Amy ✓	5043527805	FES	Elementary Ed	3rd Grade Teacher	<i>AS</i>	<i>AS</i>		14
1113270	Simon, Becky	5019408291	BES	PreK/Primary	1st Grade Teacher				
1113178	Smith, Tara	9179420211	SGMS	English	Language Arts Teacher				

Total Registered: 15

1109344 Peterson, Constance ✓ 772.538.5808 Reading CP CP 14

Signature of Presenter _____
(Signature verifies successful activity completion which includes follow-up and participant evaluation.)

For Staff Development Use Only Component# _____ Sequence# _____
Session# _____

~~1109344 Haag, Elizabeth 407-302-3530 3rd EA~~
 Facilitators: 1) Terri Beckham ✓ 2) Julie Kastensmidt ✓ 3) Anitra Cummings ✓
 024-2007-SD GS7-Item #65

**School District of Indian River County
Participant Attendance Roster -- District Inservice**

Date Began: Mon 30-Jul-2018 Date Concluded: Tue 31-Jul-2018 Time: 8:00am-4:00pm Component No: 8406001

Name of Workshop: Clinical Educator Training (7/30/18 AND 7/31/18) - by invitation only

Location: Gifford Middle Library

Presenter: Beckham/Kastensmidt/Cummings Total Points Available: 1 Point per hour

Handwritten: 19 001
7/30/18

Handwritten: 19

*** TO RECEIVE INSERVICE PTS, INITIAL UNDER EACH DATE ATTENDED ***

Employee_ID	Name	Phone	School	Certification	Assignment	Initials						Total
1109015	Bangert, Ashley	7726961102	BES	Elementary ed	Teacher	AB	B					14
1111383	Biandis, Allison	772-633-7395	IRA	ESE K-12, Elem k-6, ESOL	1st grade	ab	ab					14
1112558	Bradshaw, Cathy	772-564-4376	SRHS	Business Education-6-12	Teacher - Digital Info Tech							
1108718	Bruckner, Kristen	473-3216	OMES	Elementary Education	5th grade							
1110403	D'Albora, Amy	564-3437	IRA	Elementary Education K-6	Teacher	AD	AD					14
1104762	Degraeve, Jennifer	564-3258	DES	Pre-K/Primary, ESE	1st grade teacher	JD	JD					14
1111299	Dickens, Daniel	603-988-8968	VBHS			DD	DD					14
1112905	Gonzalez, Vanessa	786-201-7668	VBES	ESE K-12/Reading K-12	Teacher	VA	VA					14
1109458	Houston, Jody	569-2643	FES	Liscense #: SA688 & ASHA Certification #: 01087627	Speech Language Pathologist: K thru 5	GH	GH					14
1112039	Libby, Amanda	772-564-4548	FES	Childhood Education	K-4 ELA 1st	ALZ	az					14
1110906	Mackey, Christina	7725013841	DES	Teaching K-6	Dodgertown Elementary	CM	CM					14
1112902	Morrow, Jennifer	772-564-5853	OMES	Elem. Ed.	4th Grade	JM	JM					14
1100998	Mosblech, Eric	6813659011	VBHS	Spanish K-12	Spanish 3, 4, & AP	EM	EM					14
1112847	Mowery, Jessica	772-564-5990	FES	Early childhood n-3rd	Kindergarten	JM	JM					14
1108410	St.Petery, Sherry	772-581-8120	LMS	Music K-12	Liberty Magnet Elementary	SP	SP					14
1112095	Sumner, Kristi	6062334818	IRA	k-6	4th grade teacher	KS	KS					14
1102530	Trio, Alisha	772-978-8232	SES	Elementary Education K-6 and ESOL K-12	First Grade Teacher	ARO	ARO					14
1106609	Wheeler, Michelle	5644043	OMS	Elementary	Teacher	MW	MW					14

Total Registered: 18

Signature of Presenter John Bull ✓

(Signature verifies successful activity completion which includes follow-up and participant evaluation.)

For Staff Development Use Only Component# _____ Sequence# _____

Session# _____

Julie Kastensmidt ✓
Anitra Cummings ✓

024-2007-SD
GS7-Item #65

**School District of Indian River County
Participant Attendance Roster -- District Inservice**

Date Began: Wed 05-Dec-2018 **Date Concluded:** Thu 06-Dec-2018 **Time:** 8:00 am -4:00 pm **Component No:** 8406001 *19 002*

Name of Workshop: Clinical Educator Training - (By invitation only) Teachers leaders will be Clinical Educator Trained in data collection, providing targeted feedback, content planning conferences, and time management.

Location: TBD

Presenter: Beckham **Total Points Available:** 1 Point per hour

*** TO RECEIVE INSERVICE PTS, INITIAL UNDER EACH DATE ATTENDED ***

Employee_ID	Name	Phone	School	Certification	Assignment	Initials					Total
1112858	Biggs, Nicole	772-564-3388	IRA	5-9 math and science	5th grade math and science	<i>NB</i>					
1110852	DiRocco, Margaret	3057265898	SRMS	Biology 6-12	Science Teacher	<i>MD</i>					
1112866	Hurd, Dawn	772-564-4069	OMS	6-12 Social Sciences	6th grade Math	<i>DA</i>					
1107348	Inman-Landers, Doris	7724737030	ACE	English, History	Teacher, Dropout						
1112855	Johnston, Hillary	772-564-4070	OMS	ESE K-12, ESOL, Reading <i>ESE, K-12</i>	Student Support Facilitator, Intensive Reading Teacher	<i>HJ</i>					
1110526	McIntosh, Robert	772-577-5091	ACE	<i>MATH 6-12, 6-12 SS 6-12, SE-K-12</i>		<i>RM</i>					
1108930	Mistretta, Jason	7725644232	SES	Ed Leadership, Varying Exceptionalities	Support ESE Facilitator	<i>JM</i>					
1110046	Moroishi, Juliana	252-655-1541	SGMS	ESOL K-12; Spanish K-12; Elementary Ed. K-6; Reading Endorsement; Leadership All levels;	Spanish K-12; ESOL Endorsement Instructor Applied Linguistics; Spanish teacher	<i>JM</i>					
1111394	Ogilvie, Jacquelyn	7723218980	SRMS	Mathematics, (grades 5 - 9), Elementary Education, (grades K - 6), English For Speakers Of Other Lan	7th grade Pre-Algebra	<i>JO</i>					
1109966	Peterson, Amanda	772-321-6005	SGMS	English 6-12	ELA teacher	<i>AP</i>					
1106606	Smith, Lyn	778-9189	OMS	Reading	Oslo	<i>LS</i>					
1113605	Vollbracht, leo	4124275332	IRA	ESE, ESE-deaf Education, Elementary Ed	5th grade -- Math Science	<i>LV</i>					
1110628	White, Annemarie	(561) 248-1562	SRMS	Social Science 6-12	sebastian River Middle	<i>AW</i>					
1100520	Wilson, Kathleen	772 559-3988	ACE	English 5-9, Social Work, Social Science 5-9, ESE	ESE						
Total Registered: 14											

Signature of Presenter *Thore Beck*
(Signature verifies successful activity completion which includes follow-up and participant evaluation.)
For Staff Development Use Only Component# _____ Sequence# _____
Session# _____

024-2007-SD
GS7-Item #65



**School District of Indian River County
Participant Attendance Roster -- District Inservice**

Date Began: Tue 04-Jun-2019 **Date Concluded:** Wed 05-Jun-2019 **Time:** 8:00am-4:00pm **Component No:**

Name of Workshop: Clinical Educator Training - (By invitation only) Teacher leaders will be Clinical Educator Trained during this two day workshop in data collection, providing targeted feedback, content planning conferences, and time management.

Location: Gifford Middle School Media Center

Presenter: Terri Beckham **Total Points Available:** 1 Point per hour

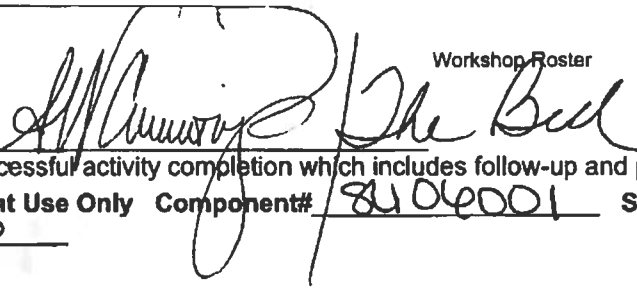
*** TO RECEIVE INSERVICE PTS, INITIAL UNDER EACH DATE ATTENDED ***

Employee_ID	Name	Phone	School	Certification	Assignment	Initials	4/5			Total
1111456	Ange, Sara	772-205-7575	SGMS	School Counselor	Storm Grove Middle School	SA SA				1
1108477	Ballinger, Richard	564-3952	SGMS	Music K-12	Orchestra Director	RB RB				1
1112372	Beck, Catherine	817-781-5253	FES	Teacher	5th grade teacher	CB CB				1
1112278	Dos Santos, Julie	772-978-8074	GES	PreK-Primary	1st Grade Teacher	JD JD				1
1101582	Hand, SherriLynn	772-643-4306	GMS	English, 6-12	7th grade language arts	SH SH				1
1112190	Hollinger, Brett	717-424-3067	IRA	Elementary Ed	4th Grade Teacher	BH BH				1
1111400	Horton, Michele	772-564-5961	FES	Elementary Education (Grades K-6) (ESOL) Endorsement	2nd grade self contained	MH MH				1
1103146	Howell, Page	564-5413	VBHS	K-12 Music	Vero Beach High School	PH PH				1
1113202	Lewis, Margie	7724943040	SRHS	ESE/Math/General Ed K-6	Teacher	ML ML				1
1112888	MacGillivray, Ali	772-564-4301	SRHS	5-9 science	Environmental	MA MA				1
1112894	Morales, Meaghan	3212431357	FES	Elementary Education	5th Grade Teacher	MM MM				1
1108694	Morgan, Rahshard	772-713-3663	VBHS	Socin 6-12 Ed. L. C. 12/11/10	VBHS	MR MR				1
1112406	Parks, TIRhon	3212710644	DES	Music Education K-12	Music Teacher	TP TP				1
1110208	Rhue, Julie	772-519-3870	OMES	Elem	5th grade	JR JR				1
1111662	Savoie Guerra, Valerie	772-205-9345	CES	Elementary K-5, French K-12, ESOL, Educational Leadership	Kindergarten Teacher	VG VG				1
1112111	Sloan, Alexandra	586-839-7718	DES	Elementary Education	Teacher	AS AS				1
1113178	Smith, Tara	9179420211	SGMS	English	Language Arts Teacher					
1112923	Stolzmann, Brittany	9202072517	FES	m. ed.	3rd grade teacher	VS VS				1
Total Registered: 18										

6/3/2019

Workshop Roster

Signature of Presenter



(Signature verifies successful activity completion which includes follow-up and participant evaluation.)

For Staff Development Use Only Component# 8404001 Sequence# 19
Session# 006

024-2007-SD
GS7-Item #65

School District of Indian River County
Participant Attendance Roster -- District Inservice

8450001-20

102

Date Began: Tue 14-Jan-2020 Date Concluded: Tue 14-Jan-2020 Time: 8:00am-4:00pm Component No:

Name of Workshop: Clinical Educator Training-
Location: Support Service Complex-Large Conference Room
Presenter: Terri Beckham Total Points Available: 1 Point per hour

1/14 1/15
*** TO RECEIVE INSERVICE PTS, INITIAL UNDER EACH DATE ATTENDED ***

Employee_ID	Name	Phone	School	Certification	Assignment	Initials	1/14	1/15	Total
1108863	Anderson, Jerri ✓	562-5154	PIES	Early Childhood K-3	3rd grade	J A	J A		14
1112692	Beare, Summer ✓	7724734751	VBES	Elementary Education K-6	3rd Grade	S B	S B		
1112891	Boccia, Salvatore ✓	772-564-5376	VBHS	social studies	AP GOV/GOV/World Religions	B	B		
1113564	Conway, Shawn ✓	772-564-4609	VBES	English, Ed Leadership, Elementary Ed	5th grade teacher				
1113447	Cuddeback, Robert ✓	8455462463	OMS	SS 6-12	OMS 7th Grade Civics	R	R		
1109702	Davis, Jennifer ✓	772-559-1306	TCES	k-6	2nd grade	D	D		
1111084	Evans, Sarah ✓	2396990438	BES	Elementary Education	BES	S	S		
1112931	Gonzalez, Elizabeth ✓	772-564-4425	VBES	Temporary	1st grade teacher	E	E		
1101960	Hargreaves, Jodi ✓	546-5408	VBHS	instructional	Resource push in	A	A		
1113183	Henley, Lacey ✓	2246453154	OMS	Middle Grades Science	Science Teacher	H	H		
1100972	Lewis, Richard ✓	914-475-2655	VBHS	Social Studies 6-12	Psychology VBHS	L	L		
1111516	Luna, Claudia ✓	772-978-8538	TCES	Kindergarten Teacher	Professional Ethics	C	C		
1111285	Luna, Socorro ✓	772-564-6521	PIES	Elementary Education	3rd Grade	S	S		
1111132	Melagrano, Carol ✓	713-4094	TCES	Elem Education	Teacher	M	M		
1114020	Mosher, Michelle ✓	3055866871	OMS	ELA	ELA teacher	M	M		
1113180	Pope, Samantha ✓	6032470533	TCES			P	P		
1112838	Seiler, Melissa ✓	772-564-5378	VBHS	Secondary Education with an Emphasis in English	English 2/3/3 Honors	S	S		
1111480	Shaw, Chantal ✓	7725323190	PIES	Elementary Education	teacher	C	C		
1112052	Singewald, Jessica ✓	7723590314	VBES	Elementary Education	Teacher	S	S		
1112821	solomon, angel ✓	7725386020	TCES	K6	TCES 4th Grade	S	S		

CLINICAL EDUCATOR TRAINING

WANT TO BE A MENTOR?

Your principal thinks you will make a great one!

Requirements: Hold a professional teaching certificate, at least 3 years of teaching experience, effective or highly effective evaluation rating, and recommended by your administrator



CLINICAL EDUCATOR TRAINING

- Two sessions this summer - Session 1 (May 29th & 30th) - Session 2 (July 30th & 31st)
- Each two day session will run from 8:00 a.m. - 4:00 p.m.

Sign up through the PD
Registration Site.



CLINICAL EDUCATOR TRAINING

*Collaborative
learning and critical
reflection as a way
to develop lifelong
learners*

Encourage - Motivate - Inspire - Grow

1

DO NOW

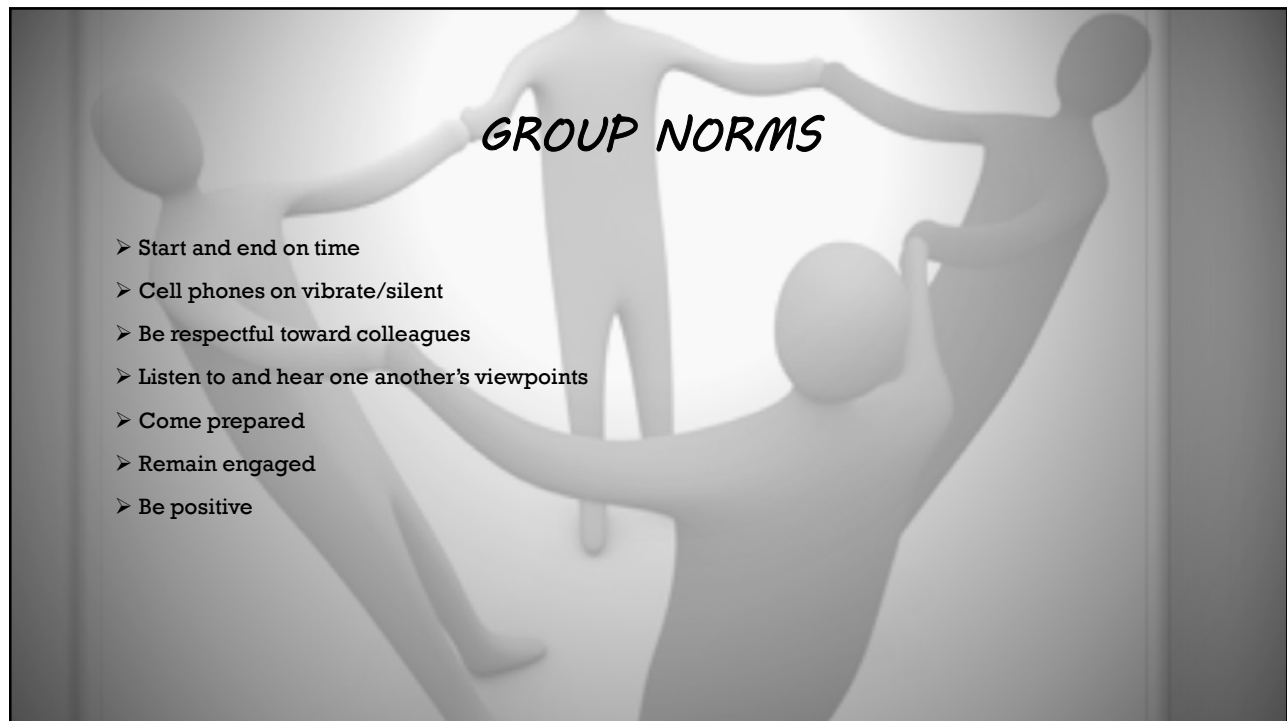
*Looking back at your first
few years of teaching, what
experiences kept you in this
profession?*

2

COMMUNITY BUILDING

Let's get to know each other...

3




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

4

Messages for Mentors

 Just ASK Publications & Professional Development

5

DAY 1 LEARNING OBJECTIVES

- *Participants will understand how having a growth mindset, building relationships, and active listening is an asset when working with new teachers and student teachers.*
- *Participants will learn the Nature of Professional Issues and Levels of Orientation to promote growth in the novice teacher.*
- *Participants will practice collecting data from video observations.*

6

SURVEY GROWTH/FIXED MINDSET

<http://blog.mindsetworks.com/what-s-my-mindset?view=quiz>



7

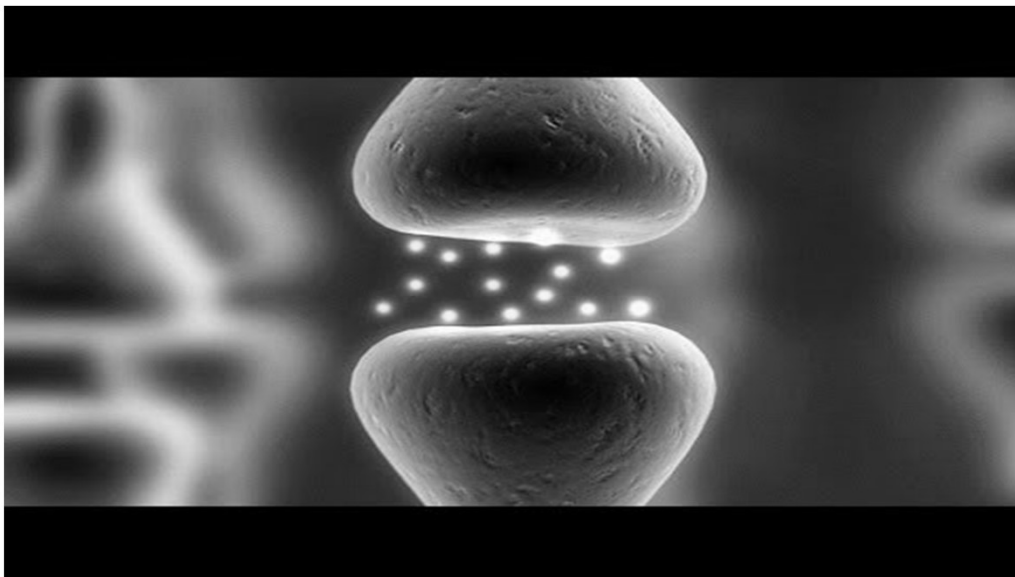


8

WHAT DO YOU THINK?

What stood out to you the most in this video?

9



10

TIME TO GET UP AND MOVE

- *Along the wall you will see signs with a number on them. Your name tag has a number as well. Go stand by your number.*
- *As a group, you will discuss the question below.*

How does the “power of yet” relate to mentoring new teachers?

11

CAN ONE PERSON MAKE A DIFFERENCE?



12

GROWTH MINDSET AND MENTORING

- Find your new group.
- Individually read the article provided.
- As a team, use the chart paper to list specific ways you can model, create a space for ideas, build a time for reflection, and provide formative feedback to a mentee. (Be prepared to share out.)

13



TAKE A 10
MINUTE
BREAK

14

BLUSH MUCH?

- *Write about an event in the classroom that you are not proud of and would not share your story with just anyone. When you are finished writing, seal it in the envelope provided.*

15



THE IMPORTANCE OF BUILDING A TRUSTING RELATIONSHIP

Why do you think it is important to build a trusting relationship with your mentee?

16

NATURE OF PROFESSIONAL ISSUES

- *Lack of knowledge*
- *Lack of awareness that a problem exists*
- *Inability to solve a known problem*
- *Inability to see and use a variety of alternatives*
- *A professional in a rut*
- *Constantly revising goals and aims*
- *Employee difficulties not associated with performance*



17

JIGSAW ACTIVITY

- *In your group, read about your designated “Nature of “Professional Issue.”*
- *As a team, summarize the issue and explain how to help a new teacher or student teacher with this issue.*

18

LEVELS OF ORIENTATION SURVIVAL, MASTERY, AND IMPACT

- *Survival - Interested in the activities of the moment. Focused only is immediately what is in front of them. Don't plan long-term goals.*
 - *What do I need to do to complete my job responsibilities?*

19

LEVELS OF ORIENTATION SURVIVAL, MASTERY, AND IMPACT

Mastery - Absorbed in the technical aspects of providing services and/or instruction.

- *How can I provide services and/or instruction effectively to students, parents, or the school?*

20

LEVELS OF ORIENTATION SURVIVAL, MASTERY, AND IMPACT

- *Impact - Focused on enhancing student outcomes. Technical considerations are only a means to an end.*
 - *How can I maximize students' opportunities to learn?*

21

LET'S PRACTICE

- *With a partner, read or act the dialogue between the two teachers. When you finish reading, determine the new teachers' nature of professional issues and level of orientation.*

22



TIME FOR LUNCH 11:50-1:00

Please be sure to be back on time.

23

DO NOW

- *Take a moment to write down a reflection of what you learned from this morning's session.*

24

DAY 1 LEARNING OBJECTIVES

- ✓ Participants will understand how having a growth mindset, building relationships, and active listening is an asset when working with new teachers and student teachers.
- ✓ Participants will learn the Nature of Professional Issues and Levels of Orientation to promote growth in the novice teacher.
- Participants will practice collecting data from video observations.

25

CAN YOU HEAR ME?

- Sit knee to knee with your new partner. Decide who will be partner "A" and partner "B."
 - Partner "A" - Listener
 - Partner "B" - Tell your partner about your last vacation.
- After one minute, partner "A" will retell what they heard. Roles will reverse, so partner "B" will be the listener .

26

**ACTIVE LISTENING
HOW TO BE A
GREAT LISTENER**

27



28

LASER FOCUS

*When working with the novice teacher, be sure to stick with **one focus**.*

Always refer back to the data. - Takes the pressure off of being judgmental

29

JUDGMENTAL VS NON-JUDGMENTAL STATEMENTS

- Lots of students were off task in your class during the lesson.*
- 8/27 students were on task during class time.*

Work with a partner to rewrite the judgmental statements into non-judgmental statements.

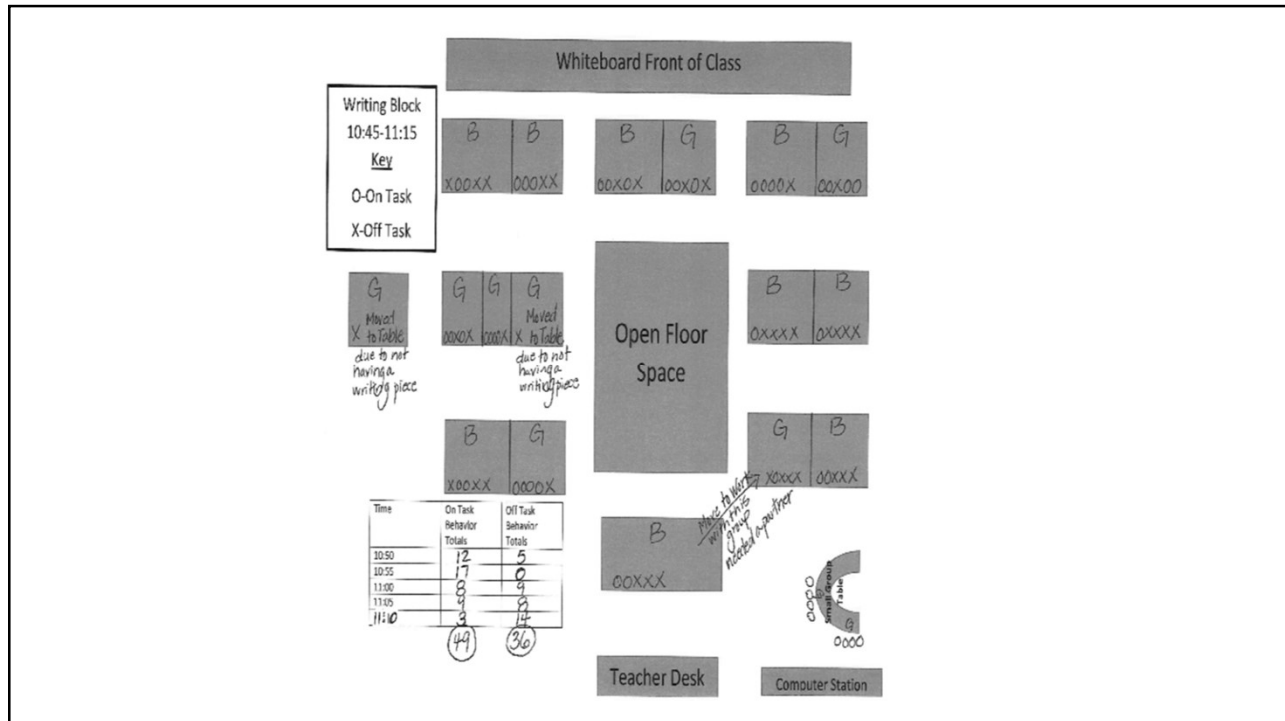
30

Pacing of January Star Meeting PD Marzano Elements 14-16	
14 Helping students <u>practice and deepen their understanding of new knowledge</u> by reviewing content.	
15 Helping students <u>practice and deepen their understanding of new knowledge</u> through effective use of homework.	
16 Helping students <u>practice and deepen their understanding of new knowledge</u> by grouping students.	
3:00-4:00	
3:04-3:05	F-Greeted the Star Group and asked if anyone was a brand-new teacher
3:05-3:05	F-Introduce learning goal
3:05-3:12	Thinking Map Strategies Slide: <ul style="list-style-type: none"> F- Handed out the worksheet and each group took on a different perspective about homework. F- Walked throughout both groups to gauge learning F- Stated Give Me Five F- Stated Share one thing you learned from someone else in your group T- Shared their perspectives
3:12-3:14	Learn Element 16 Slide: <ul style="list-style-type: none"> F- Read and discuss through the slide F- Stated be sure to use the long forms to help you understand what instruction should look like
3:14-3:16	Homework Video
3:16-3:17	F-Do you see how this video was meaningful and F-Elaborated on the video F Said- "I thought it was a great way to use homework."
3:17-3:17	T-Ask How do you get Ss to do HW that's not doing it?
3:17-3:27	F-Answered Question AT-Chimed In regarding assigning a Peer Mentor to Ss to help AT-Another Peer Being Responsible to make sure other students stay on task
3:27-3:28	Reviewing Content-Learn Element 14 F-Suggested that Bell ringers is a great way to review
3:28-3:36	F-What are some ways to Review..... What are other ideas you have..... F-Ask are you using or have you used reviewing strategies T-Shared out in groups

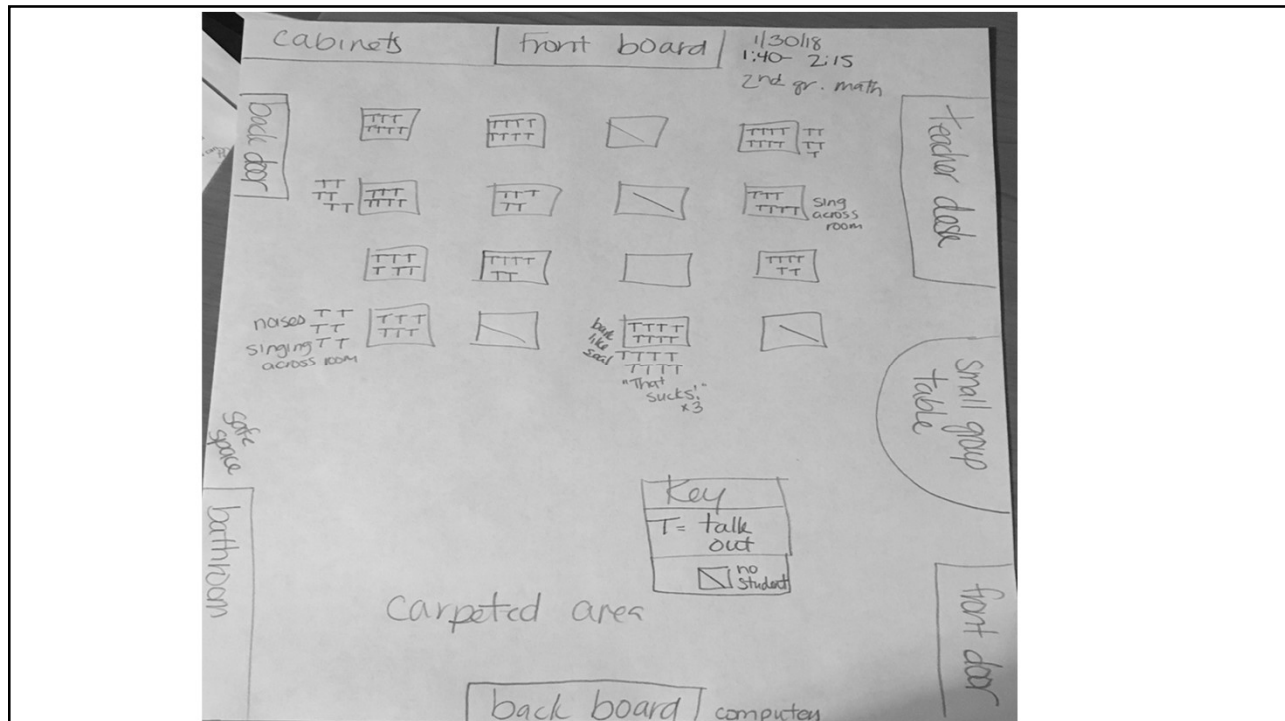
31

<p>Wyatt XXXO ~ Flipping through a book ~ Talking during instruction</p> <p>Julianna XOXO ~ Fidgeting w/hands ~ Staring off</p> <p>Arneyana XXXX 9:57 Stomping her feet loudly 9:59 Repeat T directions loudly 10:03 Through pencil on ground 10:05 Walking around class</p>	<p>Dajuan XXOO ~ Mimicking other Ss disruptive behaviors ~ Brushing pencil shavings on the carpet</p> <p>Ashley OOXO ~ Staring Off</p> <p>Williona XXXX 9:56 Flicking Nametag on desk 9:59 Swinging Nametag in the Air 10:02 T asked S to stop flicking the name tag S continued and refused to work 10:06 Williona decided to work with T stated that work must be complete in order to move in station work.</p>	<p>Ariyah (AB)</p> <p>T'Ona XOXO Staring off</p> <p>ERIC OOXO 9:59 Dragging chair on floor loudly</p>	<p>Ariyah (AB)</p> <p>Alondra OOXO Staring off</p>	<p>Tina XO!! ~ Staring Off</p> <p>Mia XXXO Playing in her desk.</p> <p>Logan OOXO Pencil fighting with Elih.</p>	<p>Michael XOXO ~ Daydreaming</p> <p>Aurora OOOO</p> <p>Elih OXXX Fidgeting with eraser. Pencil fighting with Logan</p>																					
<table border="1"> <thead> <tr> <th>On Task and Off Task Behavior</th> <th>On Task</th> <th>X-Off Task</th> </tr> </thead> <tbody> <tr> <td>9:50</td> <td>6</td> <td>9</td> </tr> <tr> <td>9:55</td> <td>11</td> <td>4</td> </tr> <tr> <td>10:00</td> <td>3</td> <td>11</td> </tr> <tr> <td>10:05</td> <td>11</td> <td>3</td> </tr> <tr> <td>Total On Task</td> <td>31</td> <td></td> </tr> <tr> <td>Total Off Task</td> <td></td> <td>27</td> </tr> </tbody> </table>						On Task and Off Task Behavior	On Task	X-Off Task	9:50	6	9	9:55	11	4	10:00	3	11	10:05	11	3	Total On Task	31		Total Off Task		27
On Task and Off Task Behavior	On Task	X-Off Task																								
9:50	6	9																								
9:55	11	4																								
10:00	3	11																								
10:05	11	3																								
Total On Task	31																									
Total Off Task		27																								

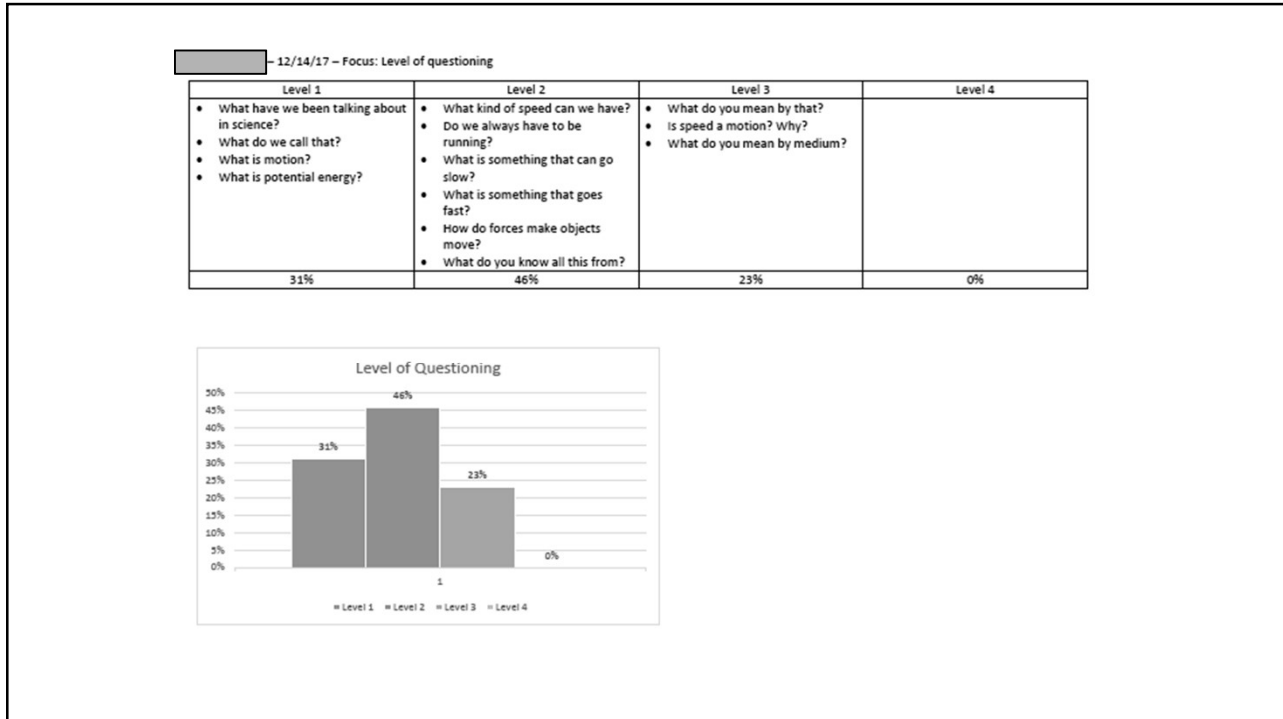
32



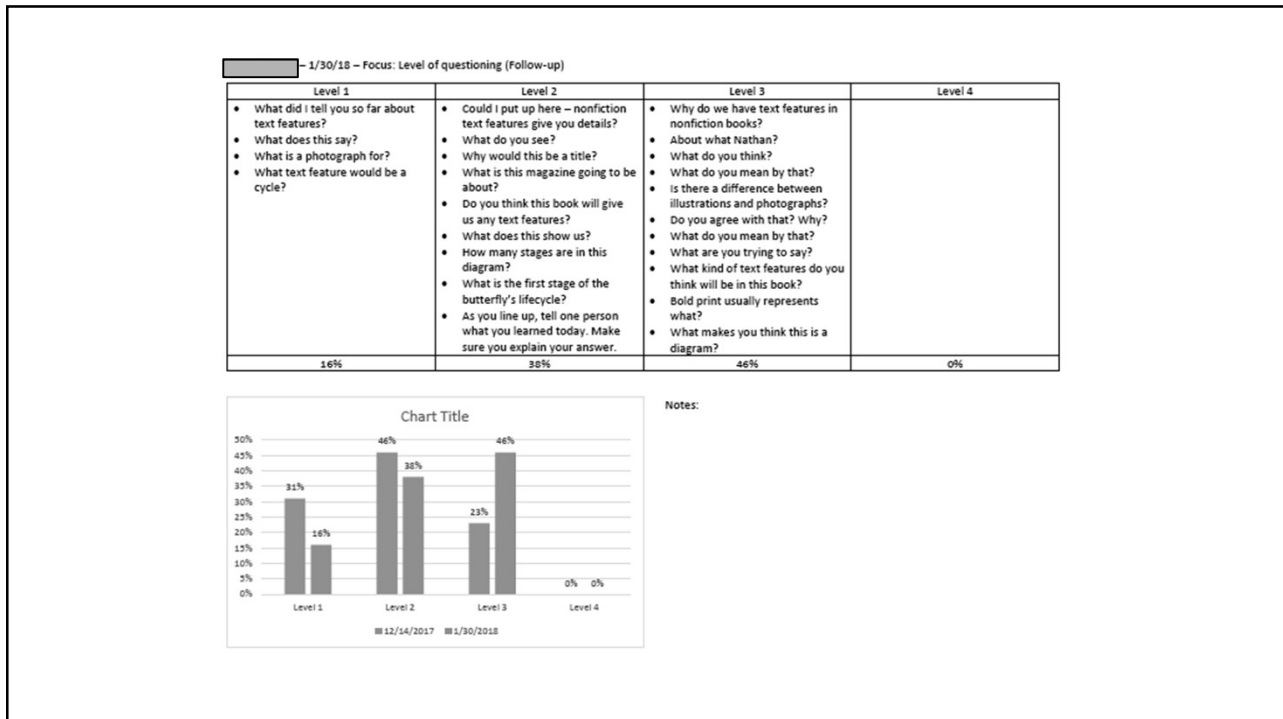
33



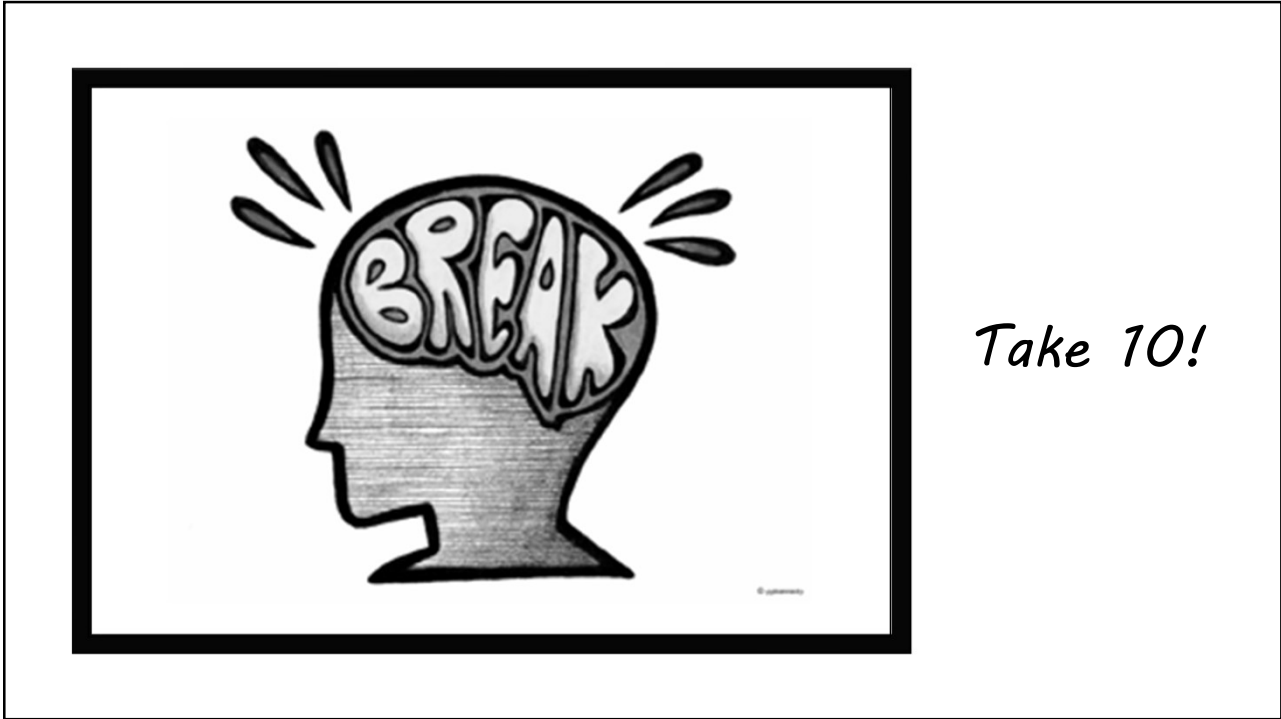
34



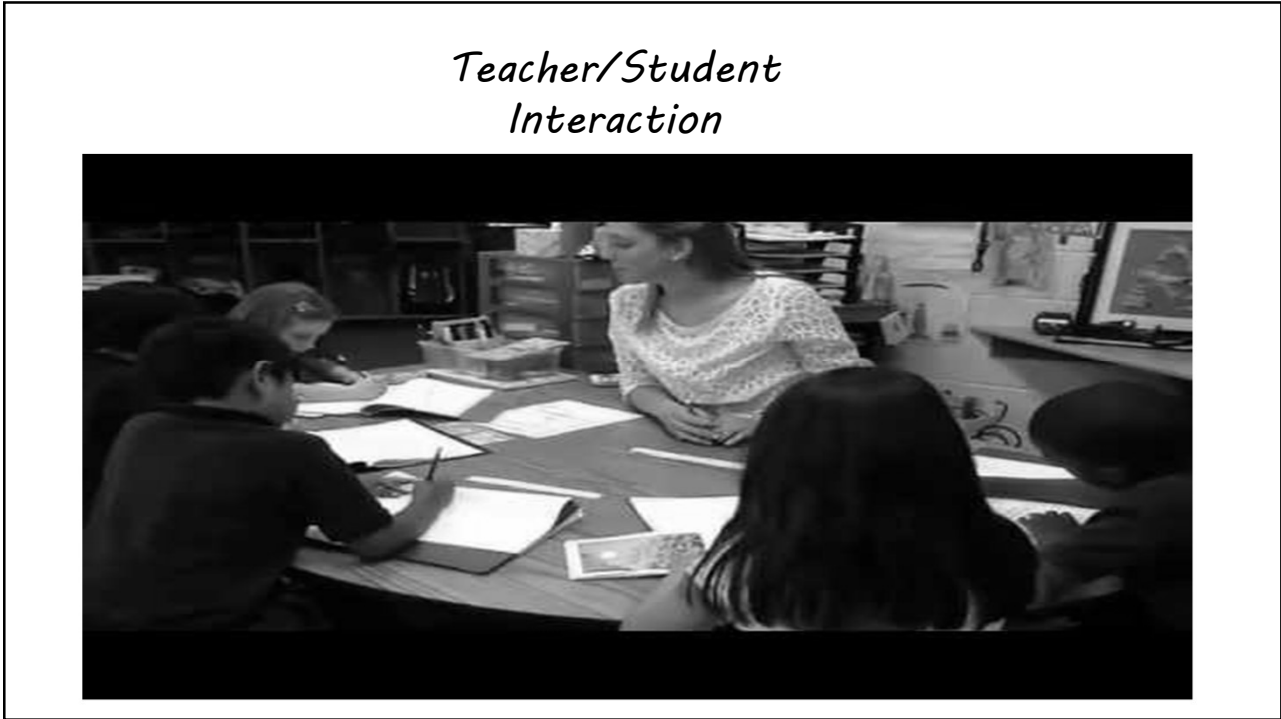
37



38



39

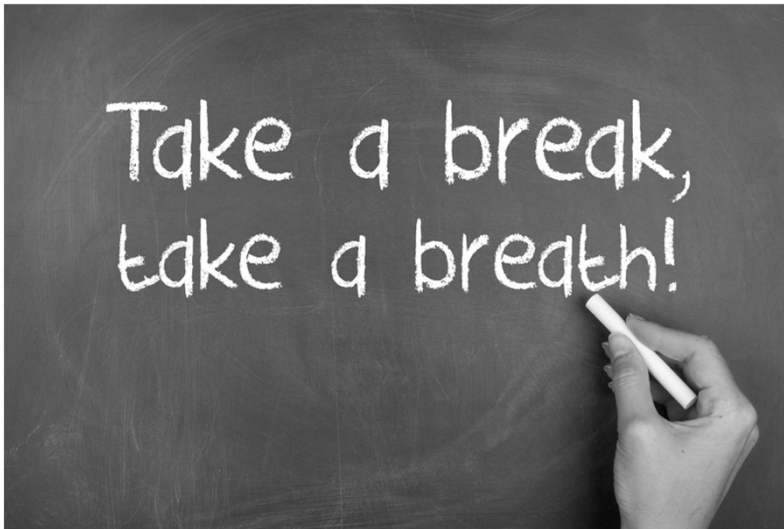


40

Questioning



41



TAKE 5!

42

TEACHER MOVEMENT



43

DAY 1 LEARNING OBJECTIVES

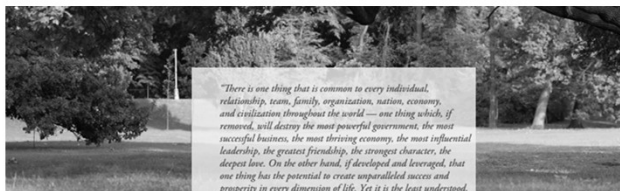
- ✓ *Participants will understand how having a growth mindset, building relationships, and active listening is an asset when working with new teachers and student teachers.*
- ✓ *Participants will learn the Nature of Professional Issues and Levels of Orientation to promote growth in the novice teacher.*
- ✓ *Participants will practice collecting data from video observations.*

44

DAY 1 WRAP-UP

- *What did you “take away” from today’s session?*
- *With a partner, blow up a balloon.*
- *While tapping the balloon back and forth with your partner, tell one new idea/concept that you learned today. (No repeats and you must keep the balloon in the air.)*

45



THE CHARACTER of a COACH

SUCCESS DEPENDS ON TRUSTWORTHINESS

By Kay Psencik

HOMework

Please read the assigned article and highlight important information or make notes in the margins. We will share out tomorrow morning.

46



DAY 2 CLINICAL EDUCATOR TRAINING

47

DO NOW

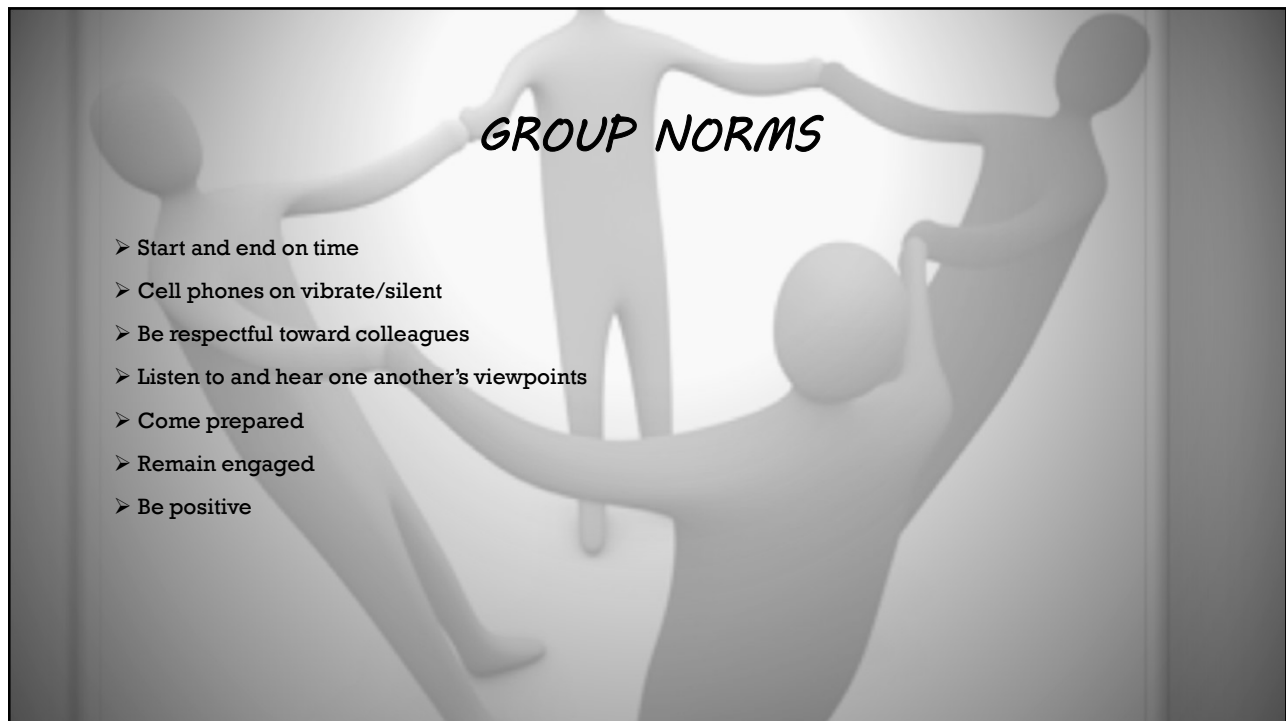
How would you prioritize the “six trusty oak roots” from the article you read last night? Why did you choose this order?

48

COMMUNITY BUILDING - WHY? BECAUSE...

- *The first person in your group writes a “why” question at the top of a piece of paper. Fold the paper so that the question is covered.*
- *Pass the paper to the next person in your group. Don’t peek at the “why” question. Answer the “why” question stating “because.”*
- *The next person asks a “why” question. Fold the paper to cover the question.*
- *The next person answers the question with “Because.”*
- *The process continues until everyone has added to the story.*
- *At the end, share the story with the whole group.*

49



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

50

DUMP THAT BRAIN!

- *On the chart paper provided, write down all big ideas we learned about yesterday.*

51



<https://www.teachingchannel.org/videos/mentoring-for-new-teachers>

52

DAY 2 LEARNING OBJECTIVES

Participants will be able to host a coaching conversation with another teacher to deconstruct the data and plan next steps.

Participants will understand how time management affects a novice's teacher ability to complete tasks effectively.

Participants will collaborate with other teachers in a content planning conference.

53

PROVIDING TARGETED FEEDBACK



54

THREE STEPS TO GREAT COACHING

- Read the assigned part of your article. Feel free to annotate the text.
- Be prepared to discuss your part of the article with your tablemates.

55

MENTORING CONVERSATION

[HTTPS://YOUTU.BE/POOYCUPCU14](https://youtu.be/pooycupcu14)



56

WHAT DID YOU NOTICE IN THE VIDEO?



57

STEPS FOR COACHING CONVERSATIONS

- *Friendly conversation/Chat*
- *Remind/review focus*
- *Reflect on data display*
- *Probing questions*
- *Next steps/goals*
- *Schedule next visit*
- *Thank teacher*

58

POSSIBLE QUESTIONS TO ASK BEFORE DIVING INTO DATA

- *What do you conclude from the data?*
- *What do you notice?*
- *How do you make sense of this data?*
- *Is there anything that stands out to you?*

59

TIME TO PRACTICE

- *Decide who will be the mentor and who will be the developing teacher.*
- *Using a data display from yesterday's session, practice a coaching conversation with your partner.*
- *Reverse roles with your partner. Use a data display of your choice.*

60

REFLECT

- *What was easy about having a coaching conversation?*
- *What was a challenge that you encountered during the coaching conversation?*
- *Did you remember all components of the coaching conversation?*

61



<https://vimeo.com/38247060>

62



63

DIFFICULT CONVERSATION SCENARIOS

- Imagine you have been working diligently with a student teacher who is not ready to begin a teaching career. How would you deal with this situation?*

64

DIFFICULT CONVERSATION SCENARIOS

- You have been working with a new teacher who constantly complains about everything. How do you get this teacher to start dealing with situations in a more positive and productive manner?*

65

DIFFICULT CONVERSATION SCENARIOS

- You are working with a new teacher who starts crying the minute you sit down to start a conversation with him/her. What do you do/say?*

66

DIFFICULT CONVERSATION SCENARIOS

- *A novice teacher has been given coaching on one particular focus for a long period of time. You do not see the growth that you expect to see after intensive coaching and support. How do you handle this?*

67

WHAT DOES TIME MANAGEMENT MEAN TO YOU?

The ability to use one's time effectively or productively, especially at work.

- *Goal setting*
- *Planning*
- *Prioritizing*
- *Decision making*
- *Delegating*
- *Scheduling*
- *Find your most productive time*

68

HOW GOOD IS YOUR TIME MANAGEMENT?

- <https://www.activia.co.uk/time-management-test>



69



70



71

HOW WOULD YOU PRIORITIZE THIS LIST?

- *Grade Papers with descriptive feedback*
- *Return parent phone calls/emails*
- *Plan lessons two weeks from now*
- *Attend MTSS meeting*
- *Attend social committee meeting*
- *Research ideas for new lessons*
- *Help another teacher who is needing assistance*
- *Fill out paperwork for the front office*
- *Writing a grant*

72



11:45-1:00

73

DAY 2 LEARNING OBJECTIVES

- ✓ Participants will be able to host a coaching conversation with another teacher to deconstruct the data and plan next steps.*
- ✓ Participants will understand how time management affects a novice's teacher ability to complete tasks effectively*
- Participants will collaborate with other teachers in a content planning conference.*

74

MATCH 'EM UP!

- *With the pieces of paper in your bag, try to match up the steps of content planning (green) with what a mentor/coach would say (blue) during the content planning conference.*

75

SAPHIER'S CONTENT PLANNING CONFERENCE GUIDELINES



76

CONTENT PLANNING

- Read p. 56, 57, and 58 of the article, 15 Minutes to a Transformed Lesson
- Sentence - Phrase - Word

77

DIRECTIONS FOR SENTENCE - PHASE - WORD

Sentence – Phrase – Word

Text Title/Pages: _____

<p>SENTENCE p. ____ Identify a <u>sentence from the text</u> that is meaningful to you and helped you gain a deeper understanding of the text.</p>	<p>PHRASE p. ____ Identify a <u>phrase from the text</u> that moved, engaged, provoked, or was in some way meaningful to you.</p>	<p>WORD p. ____ Identify a <u>word from the text</u> that has either captured your attention or struck you as powerful.</p>
<p>WHY did you choose this sentence?</p>	<p>WHY did you choose this phrase?</p>	<p>WHY did you choose this word?</p>

78

*WHAT DOES THIS
LOOK LIKE?*



79

REFLECTION

- What resonated most with you after watching this video?*

80

LET'S PRACTICE

- *With the materials provided or the ones you brought today, conduct a content planning conference with your partner.*
- *Partner "A" will serve as the developing teacher who will deliver the lesson to his/her students.*
- *Partner "B" will be the mentor/coach who will ask the questions to guide the content planning process.*

81

REFLECTION ON CONTENT PLANNING CONFERENCE ACTIVITY

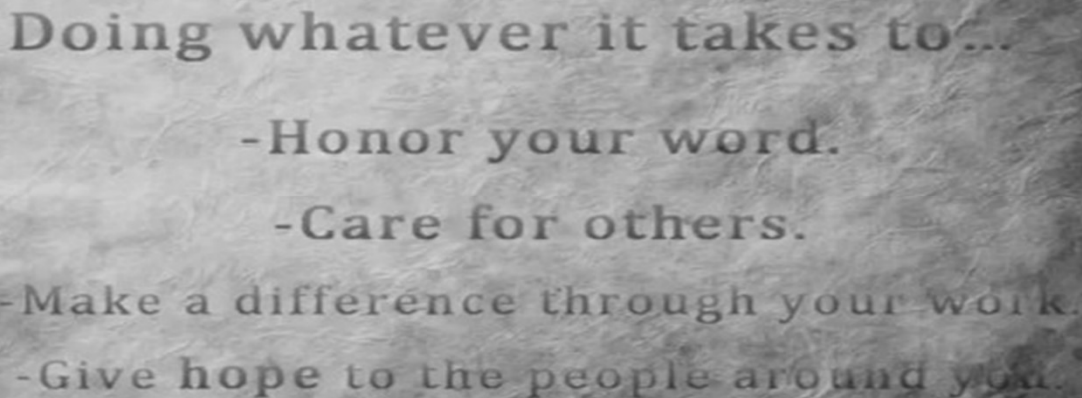
- *When the music stops, get with a group of two or three people and discuss your experience as a new teacher and a mentor during the content planning process.*

82

DAY 2 LEARNING OBJECTIVES

- ✓ *Participants will be able to host a coaching conversation with another teacher to deconstruct the data and plan next steps.*
- ✓ *Participants will understand how time management affects a novice's teacher ability to complete tasks effectively.*
- ✓ *Participants will collaborate with other teachers in a content planning conference.*

83



Doing whatever it takes to...

- Honor your word.
- Care for others.
- Make a difference through your work.
- Give hope to the people around you.

84

CLINICAL EDUCATOR SURVEY

- *Wishing you all the best as you use your new knowledge to help developing and new teachers grow.*



Section II - Mentoring

Required Action 3

Attachment B



REQUIRED ACTION 3

Ensure each new African American teacher is assigned a highly qualified mentor at his/her school.

EXPLANATION OF ATTACHMENT

Attachment B includes the following evidence of implementation:

- Mentor training materials – PowerPoint and STAR Program

Do Now

What are you most looking forward to this year while serving in the capacity of a school-based mentor?

If this is your first time mentoring a teacher, what is a question you have or concern you are wondering about?

1

MENTOR ORIENTATION

SCHOOL BASED PD

FALL 2020

2

OBJECTIVES

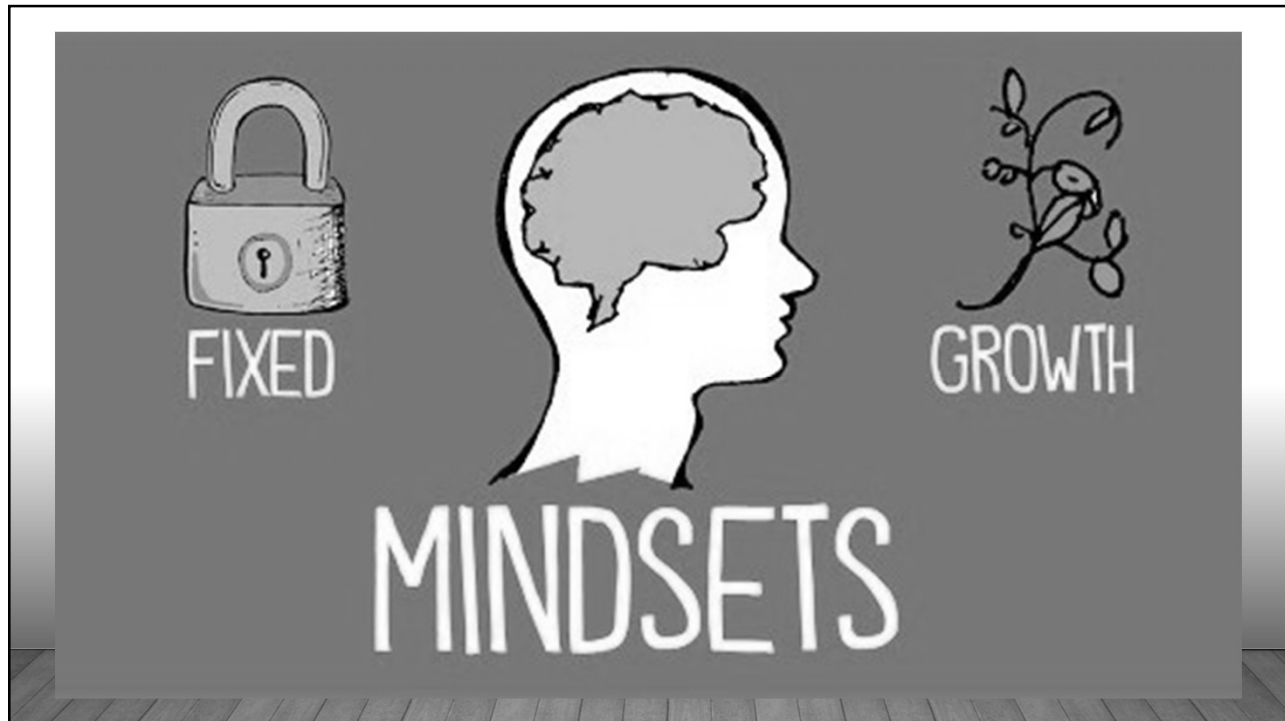
By the end of this training, you will:

- Understand the roles and responsibilities of being a school-based mentor in SDIRC
- Review the four critical components of serving as a Clinical Educator –
 - 1. Promote Growth Mindset/Building Relationships/Trust
 - 2. Time Management
 - 3. Collecting data
 - 4. Providing targeted feedback based on data
- Have an awareness of the support that is given to school-based mentors

3



4



5

GROWTH MINDSET

- How can having a Growth Mindset be an asset in the classroom and to the newer teacher?
- What can you do as a mentor to help your mentee in this area?

6

RELATIONSHIPS/TRUST

- Think about someone you explicitly trust. Why do you trust him/her?
 - Remember, by building a relationship with your mentee, you will be able to help him/her move further in his/her instructional practice.
- What are you currently doing to build a trusting relationship with your mentee?
 - Invite him/her to come into your room and observe you teaching a lesson.
 - Actively listen to what the teacher is telling you. Don't be in a rush to solve the problem for them.

7

TIME MANAGEMENT

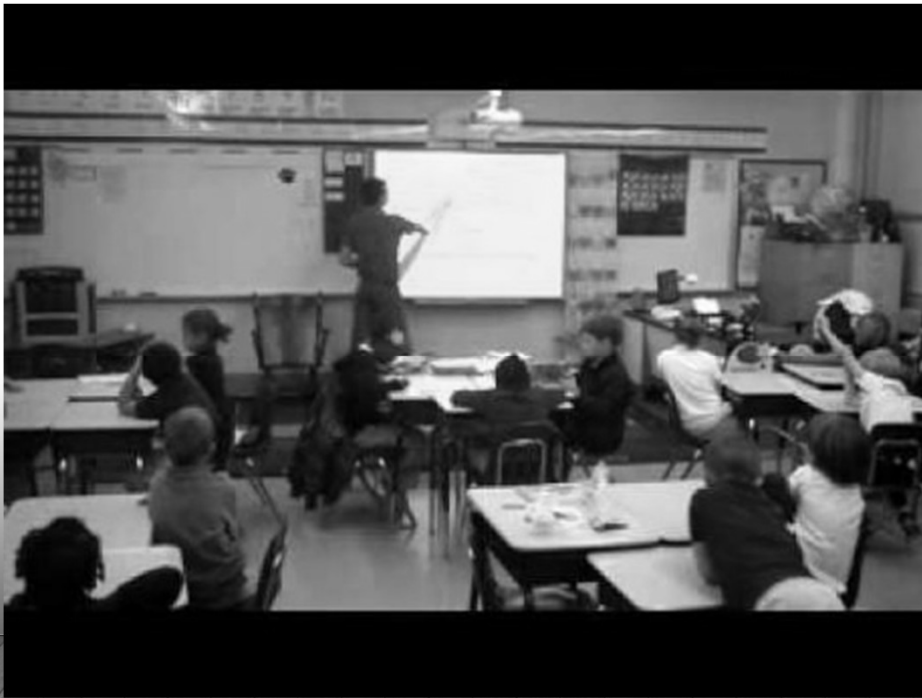
- How do we help novice teachers manage their time effectively?
 - Encourage new teachers to keep a list of “want to do” and “must do” action items.
 - Schedule checking email, paperwork, meetings, and communicating with families.

8

COLLECTING NON-EVALUATIVE DATA

- Remember to only focus on **ONE** area for improvement at a time.
 - Using quantitative data makes noticings more non-judgmental
Ex. 11/25 students came in and started the morning procedure.
- Allow the novice teacher to decide what they want to work on/toward.
- By keeping your conversation strictly to the data, you will build a stronger, more trusting relationship between you and your mentee.

9



10

PROVIDING TARGETED FEEDBACK

- With a partner, share the data you collected.
 - How is it alike? Different?
- How would you start the coaching conversation with this new teacher?
 - Strengths based approach
 - Refer to the data throughout the conversation
- Have the new teacher decide his/her next steps (continue to refine this area or move to another area of interest)
- Set a date/time to come back and collect data
- Thank the teacher for his/her time and effort

11

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.

12

SUPPORT FOR YOU

- Ongoing PD opportunities for all school-based mentors (especially those who are working with a teacher on a temporary teaching certificate)
- Terri Beckham and Anitra Cummings (District PD Team) are ***always*** available should you or your mentee require additional support.
- Mindset Monday sessions (2nd Monday of each month from 4-6 pm in the TEC and virtual Teams sessions)

13



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.)

14

OBJECTIVES

By the end of this training, you will:

- Understand the roles and responsibilities of being a school-based mentor in SDIRC
- Review the four critical components of serving as a Clinical Educator –
 - 1. Promote Growth Mindset/Building Relationships/Trust
 - 2. Time Management
 - 3. Collecting data
 - 4. Providing targeted feedback based on data
- Have an awareness of the support that is given to school-based mentors

15

WRAP UP/QUESTIONS

- What is one goal you will set for yourself this first month of school as you begin building your mentor/mentee relationship? If you have already established a relationship, what will be your focus with him/her?

16

Message to mentors

<https://www.youtube.com/watch?v=boTXvnfW0TQ>

New Teacher Support System

2019-2020

School District of
Indian River County



STAR PROGRAM
New Teacher Support

Strengthening Teachers
and Relationships



TABLE OF CONTENTS

I.	Vision and Mission.....	1
II.	Roles and Responsibilities	2
III.	Activities and Dates of Professional Development	5
IV.	Administrator Checklists	6
V.	Monthly Professional Development Focus.....	7
VI.	Mentor Log Sheet.....	8
VII.	Important District Phone Numbers/Be in the Know.....	9
VIII.	SDIRC Lingo.....	10

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	<ul style="list-style-type: none"> <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

VI. SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Mentor Teacher's Name: _____

Mentor Teacher ID#: _____

New Teacher: _____ # years of prior teaching experience _____

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	<i>Help with FOCUS, meet the teacher night</i>	MV / RT
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/
			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER _____

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings)
earns one in-service credit point up to 10 points per semester or 20 points per 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



TABLE OF CONTENTS

I.	Vision and Mission.....	1
II.	Roles and Responsibilities	2
III.	Activities and Dates of Professional Development	5
IV.	Administrator Checklists	6
V.	Monthly Professional Development Focus.....	7
VI.	Mentor Log Sheet.....	8
VII.	Important District Phone Numbers/Be in the Know.....	9
VIII.	SDIRC Lingo.....	10

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 STARR 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 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):

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.
- 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
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/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
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: _____

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
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
STARR	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