

New Teacher Induction Manual

2022-2023



TEAM SDIRC

TEACHERS EXCELLING AND ACHIEVING
THROUGH MENTORING

**2022-2023
SCHOOL YEAR**



New Teacher Induction Manual



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I. Vision and Mission

Vision:

To ensure that new teachers develop the necessary skills to become a highly effective educator to meet the diverse needs of all learners.

Mission:

To create a system of supports in which new teachers have access to high quality professional development and coaching, personalized to their individual needs in the classroom.

The TEAM SDIRC 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 of experience.

II. Roles and Responsibilities

New Teacher:

In general, the role of a new teacher in the TEAM SDIRC 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 TEAM SDIRC Meetings on the teacher's campus.
- Participate in quarterly surveys, from the PD Department, depicting current needs.
- Attend and apply professional learning appropriate for teaching assignment.
- To meet with the school assigned mentor weekly, complete the Mentor Log, and submit to the District each semester.

School Based Administrator (Lead Facilitator of the TEAM SDIRC Program):

The general role of the Administration is to provide support for the TEAM SDIRC 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 TEAM SDIRC meetings.
- Facilitate mentor orientation and ensure all mentors attend the school-based mentor orientation at the beginning of the year.
- To 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?)
- Support new teachers in attending and applying professional learning opportunities relevant to their teaching position.
- 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 end 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.
- Observe the new teacher and provide non-evaluative, data-based feedback through the coaching cycle.
- To provide feedback regarding effective teaching methods, instructional strategies, and best teaching practices.
- 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.
- Promote and assist in application of professional growth opportunities relevant to their teaching position.

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 professional learning opportunities 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 data-based non-evaluative feedback.
- Provide an open classroom to model effective teaching strategies.
- To promote professional learning opportunities for the new teacher as appropriate for teaching assignment.
- Collect, maintain, and submit school-based rosters for PD sessions through the Frontline Professional Growth platform.
- Attend all monthly TEAM SDIRC meetings on campus.
- Distribute emails to faculty/staff from the District Office regarding upcoming PD offerings or other pertinent information.

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 TEAM SDIRC meetings on each campus.
- To create and deliver quarterly learning opportunities for mentors.
- To create and deliver quarterly learning opportunities for new teacher based on needs assessment survey.
- 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 maintain the Frontline Professional Growth platform.

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 TEAM SDIRC Program: School based administrator will receive information and resources about the TEAM SDIRC Program.					x	x
District Launch: District New Teacher Orientation (2 Day Orientation)	x	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	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 TEAM SDIRC Meetings: New Level I teachers will meet with administrator to receive PD based upon needs or suggested topics.	x			x	x	x
District Professional Learning All teachers are invited to participate in professional learning relevant to their teaching position and/or Professional Individualized Growth Goal (PIGG).	x	x	x	x	x	x

IV. Administrator Check List

1st Week	<input type="radio"/> Assign Mentor	TEAM SDIRC Administrator	Date:
1st Week (Preplanning)	<input type="radio"/> Assign Mentor <input type="radio"/> Mentor/Mentee Gathering	TEAM SDIRC Administrator	
1st Month	<input type="checkbox"/> PIGG (Professional Intentional Growth/Goal(s) 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 iObservation <input type="checkbox"/> Focus, iReady, Achieve 3000 Training, etc...	TEAM SDIRC Administrator	
TEAM SDIRC Orientation (School Based) July 29, 2022 after 1pm	<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"/> Forms (pre and post conference), timelines, procedures, and iObservation <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 	TEAM SDIRC 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

	<ul style="list-style-type: none"> ▪ 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 2022-2023 school year/Looking Ahead to Next Year/Review of Marzano’s 9 High Yield Strategies

VII. Important District Phone Numbers

TEAM SDIRC Program	Terri Beckham	564-3025
TEAM SDIRC Program	Kere Minton	564-3121
Human Resources	General Information	564-3178
Employee Benefits	Amy Yeitter	564-3175
Payroll	Kathleen Ritch	564-3068
Teacher Certification	Adalia Medina Graham	564-3116

Be in the "Know"

<u>Worksite Names</u>	
Mentor	
Team/Grade/Department Chair	
Other team members	
Principal	
Assistant Principal(s)	
School Secretary	
Math/Reading Coaches	
Custodian(s)	
Cafeteria Worker(s)	
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
LRE	Least Restrictive Environment
MTSS	Multi-tiered System of Support
OT	Occupational Therapy
PBIS	Positive Behavior Intervention and Supports
PIGG	Professional Intentional Growth/Goal(s) Plan
Power BI	Data platform to help make data-driven decisions
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
TEAM SDIRC	Teachers Excelling and Achieving through Mentoring
TOY/EOY	Teacher of the Year/Employee of the Year
VPK	Voluntary Pre-K
504	Students with Medical Impairments