When someone asks why someone would ever become a Teacher, remind them why it’s worth it. Every job has its ups and downs, but not every job can change a life.
INTRODUCTION

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

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

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

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PART I:
INDUCTION PROGRAM

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

PARTICIPANTS: All teachers new to the Sumter County School System

EXPECTED OUTCOMES OF THE PROGRAM

An Introduction to:

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

COMPLETION OF THE INDUCTION PROGRAM

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

LATE HIRES

Monthly orientations will take place for teachers hired after pre-planning. A combination of face-to-face meetings, instructional videos and on-line courses will be offered to streamline the process.
The Mentoring Program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. The Sumter County School District Strategic Plan includes an action plan for creation of a meaningful mentoring program as a means to recruit and retain teachers. Research indicates that student achievement, in part, depends on the construction of a school culture that fosters growth for students and staff alike. We believe mentors and new teachers will learn and grow in this process.

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

BEGINNING TEACHER

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

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

PARTICIPANTS

Teachers with less than one year of teaching experience, and/or teachers who hold or are eligible for a Florida Educator Temporary Certificate, and lack demonstration of Professional Education Competence (PEC).

LENGTH OF PROGRAM

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

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

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

SUPPORT TEAM

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

TRAINING FOR SUPPORT TEAM

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

CONTACT WITH THE TEACHER

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

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

The peer mentor will observe the new teacher’s classroom **a minimum of three times, prior to the last nine weeks of school.** A SWIVEL device may be checked out of the school library to accomplish this task if a substitute teacher is not available to cover the peer mentor’s class during the time of the observation. After each observation (whether face-to-face or on video), the peer mentor and new teacher will meet in a post observation conference to complete a review of the new teacher’s current practice. The purpose of the discussion is to celebrate successes, identify challenges, and determine what support and resources are needed to become more effective in components identified as needing improvement. Question stems are provided to prompt quality discussions. The team will document the post observation conference in the Interactions Log.

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

COMPLETION OF THE BEGINNING TEACHER MENTORING PROGRAM

Program completion will commence when the beginning teacher has successfully completed the activities listed in the Mentoring Support Program (See Appendix B), has submitted all required paperwork to the office of Professional Development, and satisfactorily demonstrated mastery of education competence. Once complete, the site administrator will forward the Documentation of Education Competence for Professional Certificate form to the office of Professional Development.
PARTICIPANT RESPONSIBILITIES FOR BEGINNING TEACHERS

District Administrator

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

Site Administrator

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

Peer Mentor

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

Mentee

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

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

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

BUILDING TOUR

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

RESOURCES

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

PERSONAL AND PROFESSIONAL PROCEDURES

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

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

CURRICULUM

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

STUDENT DISCIPLINE

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

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

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

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

AUGUST

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

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

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

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

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

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

OCTOBER

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

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

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

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

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

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

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

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

DECEMBER

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

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

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

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

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

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

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

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

___ Engage in data chat regarding mid-year/semester assessment data on applicable students.

___ Make plans for additional classroom visits for Mentee (new teacher) to observe other teachers.

___ Review and plan activities for the second half of the year: Science Fair, Spelling Bee, Math Field Day, etc)

___ Consider enrolling in an appropriate professional development workshop, depending on needs from 1st Formal evaluation by Site Administrator.

___ Review lesson plans to ensure inclusion of LFS strategies.

___ Prepare for second, formal evaluation (summative) by Site Administrator.

**FEBRUARY**

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

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

___ Discuss timelines and deadlines that come up before Spring Break.

___ Prepare for second, required formal evaluation by Site Administrator.

___ Attend all meetings for FSA (Florida Standards Assessment) and other test procedures/test security issues.

___ Discuss retention and promotion policy (See: Student Progression Plan for guidance)

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

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

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

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

___ Engage in data chat regarding assessment data on applicable students.

___ Review student records, student portfolio and report cards.

___ **REQUIRED:** Site Administrator completes second formal evaluation prior to April 30

**MAY / JUNE**

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

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

___ Discuss end-of-the-year events and traditions.

___ Become familiar with referral procedures for summer school.

___ Learn end-of semester responsibilities and timelines.

___ Engage in data chat regarding end-year assessment data on applicable students.

___ Consider new ideas for putting the classroom in “end-of-the-year” order; tips for summer storage.

___ Discuss close out procedures (textbooks, gradebooks, lesson plans, cumulative records/folders)

___ Reflect what changes you want to make next year.

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

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

___ **REQUIRED:** The Site Administrator will complete Documentation of Professional Education Competence (form BT-026)
“Teachers are not ‘finished products’ when they complete a teacher preparation program. Strong residency and mentored induction experiences during their initial years in the classroom provide beginning teachers with invaluable support as they lay the groundwork to become accomplished teachers. A well-planned, systematic induction program for new teachers is vital to maximize their chances of being successful in any school setting…”

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No Dream Denied
National Commission on Teaching and America’s Future
Washington, D.C., January 2003

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