

# MENTORING NEWSLETTER

— A GUIDE TO WORKING WITH MENTEES AT YOUR SCHOOL SITE —



**OCTOBER 2023**

Hello, BPS mentors.

I can't believe how many team and mentor meetings I have joined that are so full of ideas and strategies being shared by new teachers and veterans. Way to go! The positive dynamics in the meetings are worth a closer look because I have watched many of our skillful mentors guide the meetings toward specific instructional and learning-goal discussions while allowing feelings and views to be heard. This is not an easy skill – especially when many teachers are feeling overwhelmed. How do these mentors keep the discussions on track and not allow the talk to go down rabbit holes? The mentor *listens* first, then goes down the path of problem-solving alongside their colleague.

### **Key observed points:**

- The mentor physically and mentally tuning in when the new teacher says she/he was struggling
- The mentor listening carefully
- The mentor asking open-ended questions that guide the new teacher toward the core issue
- The mentor not telling the new teacher what to do
- Instead, the mentor partnering with the new teacher in finding solutions
- And the mentor helping the new teacher think of any additional resources that could help in the situation

These positive interactions have allowed new teachers to walk out of meetings feeling encouraged and empowered. This is so important during this phase of a new teacher's year. Sometimes, just having an empathetic ear is what is needed.

In this edition, I'm asking you to focus on a few areas that you judge to be the most important:

**1. Personal:** Monitor new teachers for fatigue and disillusionment. Refer to the first-year phases graph below. Check in with your mentees and truly listen to how they are doing. Encourage a teacher who is feeling exhausted to take some time for themselves. This may mean using a personal day to re-energize. Substitutes may be very difficult to find right now but if your new teacher is right on the edge of burnout, this might be a proactive move toward a rejuvenation that will take him/her through the rest of this semester.

**2. Professional:** Ensure your mentees are feeling informed and ready for the first round of formal observations.

**3. Curriculum, Instruction, and Assessment:** Introduce new teachers to the cumulative records and the student data on their students. Most new teachers will not have had the chance to access the cumulative records yet or understand the importance of that data.

**4. Organizational Systems:** Discuss time management both at school and during the after-school hours.

**5. Students:** Discuss concerns about students who are struggling and identify interventions that might work. Also, make sure you discuss student behaviors around Halloween and what they can expect the Wednesday after Halloween if there has been a lot of candy and hoopla.

6. **Colleagues:** Arrange a meeting of classroom teachers and the ESE teachers who support the learning of ESE students in the classroom. Design an agenda that helps the two get to know each other on a personal level and for each to better know how to make connections between the two programs for the learners.

7. **School Systems:** Discuss the school holiday policies with an emphasis on how Halloween is handled.

8. **Parents and Community:** Do a room tour and help your new teacher see the classroom through the eyes of administrators coming in for observations. Ensure that learning standards and student work dominate.

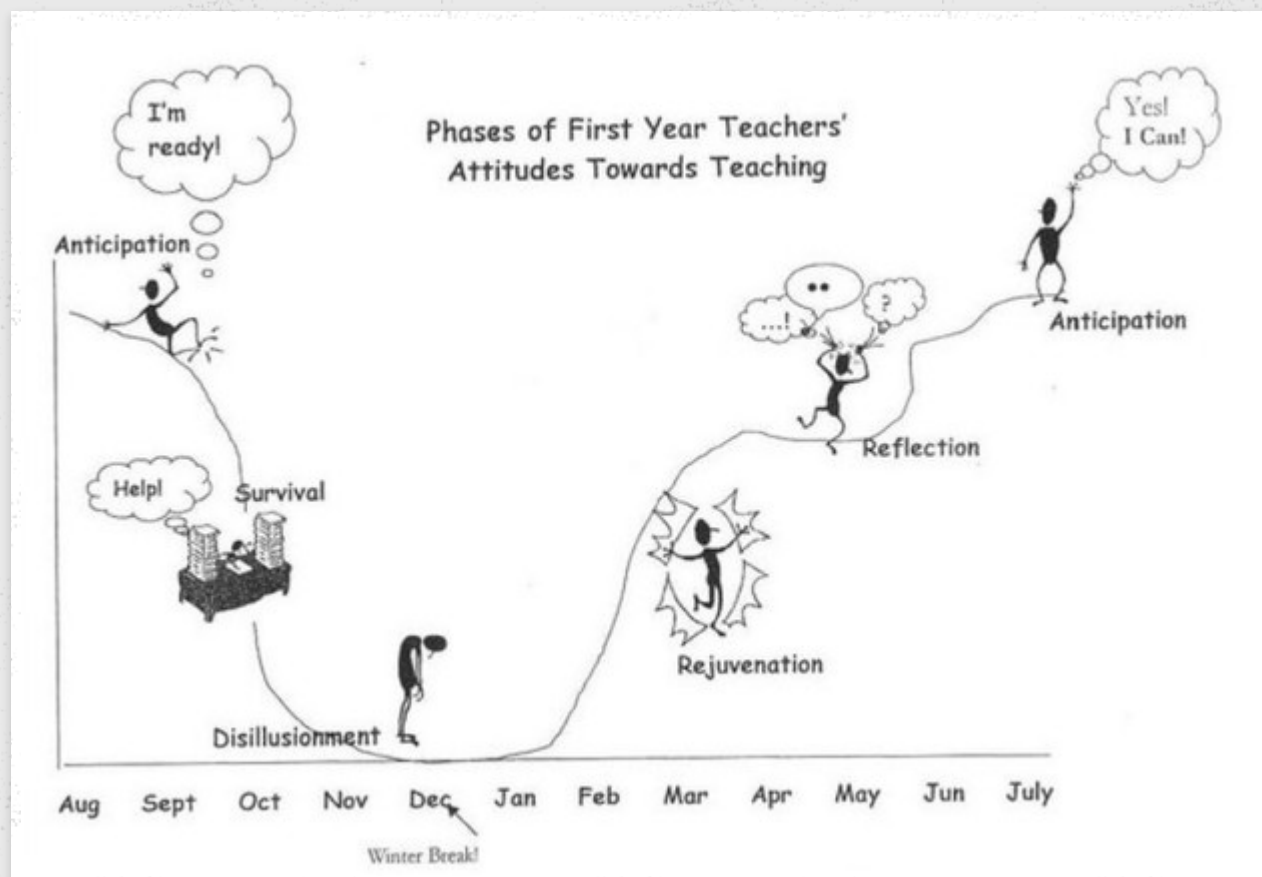
\***Special Educators:** Review the first few IEPs prepared by the new teachers and provide feedback on accuracy and completeness of document.

Thank you. You mean more to your new teachers than you will ever know! ♥

-Bridget Reed

[reed.bridget@brevardschools.org](mailto:reed.bridget@brevardschools.org)

*Breakdown and suggestions taken from Paula Rutherford's Just Ask Publications*



\*\*\*\*\*



## ✓ CERTIFICATION INFORMATION ✓

Again, as mentors, you are **not** expected to go over the mentee's Statement of Eligibility and give direction on steps to be taken. This information is being shared so you are aware of the updates if it comes up in conversations with your mentees. Continue to encourage your new teachers to respond to emails from BPS' certification office. We hear many times from new teachers that they thought the emails were spam. They believed the communication was a district blanketed email and did not respond or realize their certification was in jeopardy. You can help in this area by making it a routine part of your mentor/mentee conversations with temporary certificate teachers!

Professional Certificate renewals:

As our District transitions to Frontline, educator in-service transcripts will be available on November 1, 2023. This timeline is to ensure that all employees are correctly captured in Frontline prior to in-service transcripts being uploaded into the professional learning system. Our educators who hold a Florida Department of Education (FLDOE) Professional Certificate with an expiration date of **June 30, 2024**, may begin the process of their renewal by:

1. Applying to the FLDOE for their renewal. Instructions are on the BPS website under Certification. **YOU MUST USE MICROSOFT EDGE AS YOUR BROWSER.**
2. Send your completed Payroll Deduction renewal form electronically only to [Certificationdept@Brevardschools.org](mailto:Certificationdept@Brevardschools.org)
3. Complete your District Security Level II form attached and send via courier to: District Security/ESF.

1. These forms were provided in the Leadership Team Packet on September 18, 2023 as attachments.

[LTP 9.18.23 for Prof. Renewals](#)

The office of Certification will begin processing renewals **no earlier than November 1, 2023**. All renewals are to be completed no later than April 1, 2024.

\*\*\*\*\*

## GETTING CLOSE ➡ MID-YEAR EVALUATION FOR TEACHERS WITH LESS THAN ONE YEAR WITH BPS

A few things to keep in mind regarding the mid-year evaluation:

- It only affects instructional staff that have less than one year within BPS. This means ALL teachers newly employed by BPS this year regardless of experience.
- It is formative in nature. The final score on a teacher's mid-year evaluation is NOT utilized in the final score in the new teacher's Summative I or Summative II annual evaluation.
- New teachers, with their evaluating administrator, agree upon which student performance measures will be used to identify student growth.

- The student growth measure rating will comprise 37% of the teacher's mid-year evaluation score. Again, this new element is meant solely as formative feedback to the teacher.
- The mid-year evaluation will occur before the end of the semester, January 13th.
- New teachers will use this same rubric for the mid-year Self-Reflection on ProGOE.

What can you do as your teacher's mentor to support them in the mid-year evaluation?

- Model a strong growth mindset - especially with our most inexperienced teachers. At the New Teacher Academy, we share with our new teachers that most beginning teachers would be in the developing category on the evaluation rubric (IPPAS) at this point in the school year - and that's okay because most of them are developing! With the addition of the mid-year evaluation, please use your upcoming mentoring time to go over the wording differences between developing and proficient on the new rubric addition (see the rubric below). All teachers want to do well, but it's important to call attention to key words in the scoring rubric – all, most, some, and no, for example – regarding student growth.
- Share examples with your mentees what would constitute student growth or achievement sources. (See the examples shown below)
- Emphasize appropriate use of formative assessment data (to inform instructional decisions). Discuss what formative assessments you do in your classroom and how you are able to change direction mid-lesson or for the next day if student feedback shows confusion or needing more time to master a standard. Explain what percentage of your students you require to show mastery in order to move on. Many new teachers will hold the entire class back due to a few students struggling with a concept. Explain how the class can move on while supporting those few students by giving individualized support separately. Use stories and examples here as needed.

**Mid-year Evaluation Student Growth Measures  
Possible Metrics**

<b>Evaluation Type</b>	<b>Possible Metric</b>
<u><b>Classroom Teacher</b></u>  Includes: Media Specialist, SLPs, OTs and PTs	<ul style="list-style-type: none"> <li>• Pre and post assessment on teacher designed unit test</li> <li>• Increase in percentage of students that show mastery on a course standard</li> <li>• Increase in the percentage of students that showed improvement between the interim grading period and the nine-week grading period</li> <li>• Sample of student work that demonstrates an increase in a certain skill</li> <li>• iReady reading and math diagnostics</li> <li>• IEP/504 Goals – progress toward their students' IEP goals</li> <li>• Number of books being checked out</li> </ul>
<u><b>Non-Classroom Instructional Personnel</b></u>  Includes: School Counselors, GSPs, ESE Support Specialist, Social Worker, Audiologist	<ul style="list-style-type: none"> <li>• IEP/504 Data – goals within IEP are met and meeting the needs of students</li> <li>• Increase in the percentage of students that showed improvement between the interim grading period and the nine-week grading period</li> <li>• MTSS/IPST/SRI data</li> <li>• Early Warning Indicators (Attendance, discipline, course failures)</li> <li>• Discipline data/At Risk Ratio</li> </ul>
<u><b>Resource Teachers, Coaches and Peer Mentors</b></u>  Includes: Instructional Coaches (Early Childhood, math, science, writing, Title 1 Literacy Trainer), Literacy Coaches, Resource Teachers, Coordinating Teacher, TOA, Adult Ed Learning Specialist, Athletic Directors, Technology Integrator	<ul style="list-style-type: none"> <li>• MAP Progress monitoring</li> <li>• Reading plus data</li> <li>• Percent of students that are eligible athletics</li> <li>• MTSS/IPST/SRI data</li> <li>• iReady math and reading</li> <li>• Attendance Records</li> <li>• Discipline data/At Risk Ratio</li> </ul>
<u><b>Student Services Professionals</b></u>  School Psychologist, Behavioral Analyst	<ul style="list-style-type: none"> <li>• BIPS data</li> <li>• Restraint and seclusion data</li> <li>• Increase in the percentage of students that showed improvement between the interim grading period and the nine-week grading period</li> <li>• MTSS/IPST/SRI data</li> <li>• Early Warning Indicators (Attendance, discipline, course failures)</li> <li>• Discipline data/At Risk Ratio</li> </ul>

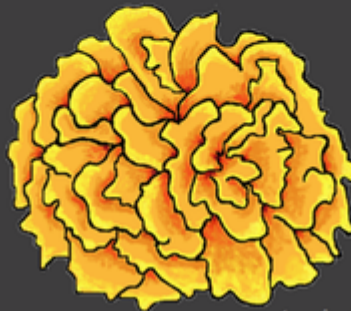
\*\*\*\*\*

## FIND YOUR MARIGOLD: THE ONE ESSENTAIL RULE FOR NEW TEACHERS

A great article for new teachers!

[https://www.cultofpedagogy.com/marigolds/?fbclid=IwAR2L5-Q7mqnAJ3qeTiZKX5-PXQN9im8W2nUqE3Zm1IHhkY1kiYxfcUxFFcg\\_aem\\_AUScWYJoDgvGqo5AZ5-0GrDf-8o1Q8dgE5tsuvXEqPp-4EJiT\\_6nMiVhsqN-wAfUp0c](https://www.cultofpedagogy.com/marigolds/?fbclid=IwAR2L5-Q7mqnAJ3qeTiZKX5-PXQN9im8W2nUqE3Zm1IHhkY1kiYxfcUxFFcg_aem_AUScWYJoDgvGqo5AZ5-0GrDf-8o1Q8dgE5tsuvXEqPp-4EJiT_6nMiVhsqN-wAfUp0c)

FIND YOUR MARIGOLD



Gonzalez 2013

THE ONE  
ESSENTIAL RULE  
FOR NEW TEACHERS



CULT OF PEDAGOGY

\*\*\*\*\*

☀️MENTORS, PLEASE SHARE☀️

## NEW TEACHER ACADEMY

**New Teacher Academy** will be held Thursday, Oct. 12th. It is **required** for all teachers that are in the induction program. Please ensure that all teachers on a temporary certificate attend one session of New Teacher Academy (State Statute 1012.56) If a teacher took New Teacher Academy previously, they do not need to take it again. The training is designed around instructional strategies for the classroom, classroom management, and teaching diverse learners.

Participants can register in Frontline by searching New Teacher Academy October 2023.

If you have any questions, please contact:



**\*CLICK HERE TO BE LINKED TO THE NEW  
TEACHER INDUCTION PAGE\***

## **DIFFICULT CONVERSATIONS TRAINING FOR MENTOR TEACHERS**

Difficult Conversations training will be offered on Oct. 26, 2023 at ESF in training rooms 7 & 8 from 8:30am-3:30pm. Participants will actively engage in activities to build skills for effectively engaging in difficult and challenging conversations both in their personal and professional lives, leading to a positive outcome and enhanced communication.

Register in Frontline beginning on Oct. 2, using the title **Difficult Conversations**.

For questions, please contact Linda Buffum at [buffum.linda@brevardschools.org](mailto:buffum.linda@brevardschools.org) or at 321-633-1000 Ext. 11262

## **FDLRS PROFESSIONAL LEARNING OPPORTUNITIES**

*Don't forget to check out the new **professional learning opportunities** provided by **FDLRS East**. You can find our updated list of offerings for Accommodations, Universal Design for Learning, Strategic Instruction Model, Learning Ally and the BEESS Professional Learning Alternatives both Facilitated and Independent Courses. **Please visit our website at [www.fdlrseast.org](http://www.fdlrseast.org).***

*Please go to **Frontline** and search the name of the training or **FDLRS** to register. If you have any questions or need support, please reach out to our FDLRS East team.*

*Heather Theobald - [theobald.heather@brevardschools.org](mailto:theobald.heather@brevardschools.org)*

*Renee Smith – [smith.renee@brevardschools.org](mailto:smith.renee@brevardschools.org)*

*Shane Starrak – [starrak.shane@brevardschools.org](mailto:starrak.shane@brevardschools.org)*



A graphic showing the silhouettes of a diverse group of people, including children and adults, standing on a hill against a sunset background. The silhouettes are arranged in a line, with some people looking towards the horizon.

## **Interested In Administration?**

**CALL US: (321) 633-1000, ext. 11240**

# **Community credit union**

**FLORIDA**