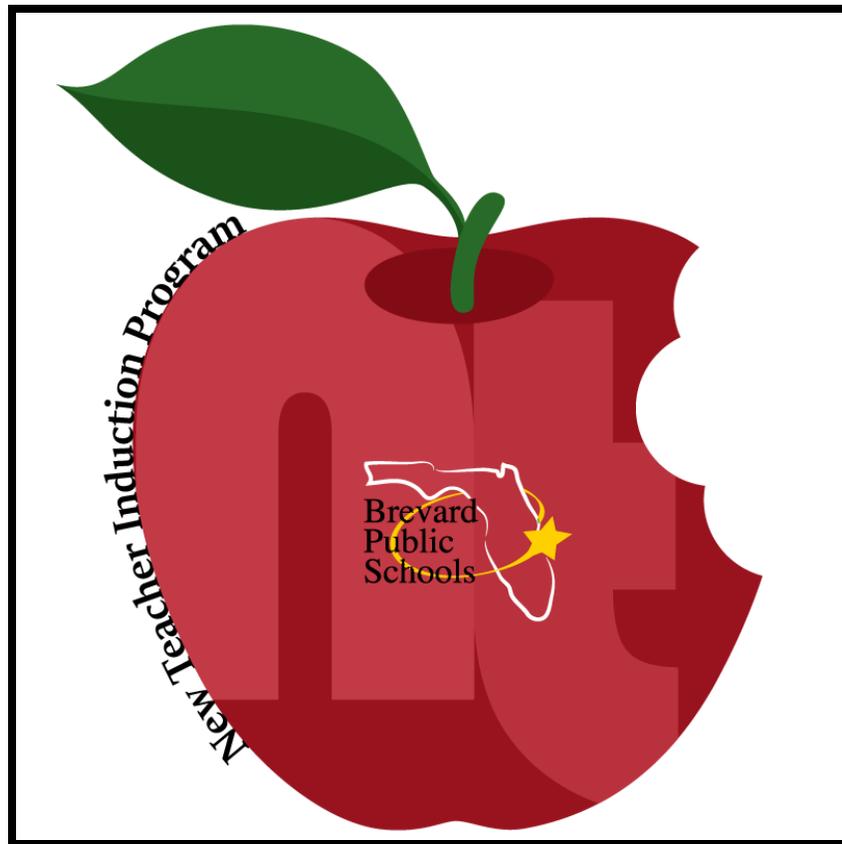


**Brevard Public School**  
**New Teacher Induction Program**  
**Guidebook for Administrators &**  
**Mentors**  
**2019-2020**



Supporting documents can be found under New Teacher Induction Forms at:

<https://www.brevardschools.org/Page/7999>

## **New Teacher Induction**

The Institute for Education Sciences, the U.S. Department of Education's statistical wing, conducted a longitudinal study between 2007 and 2012 to determine teacher attrition, retention, and mobility. Starting with the cohort of 2007-08, the study found that 17% of those teachers starting in the 2008 school year had already left the profession. The Center for American Progress report categorized the "why" of teacher retention rates and at the top of the list was mentorship. 86% of those teachers remaining in the profession were mentored within their first year of teaching. Mentors were sighted as providing the most value to new teachers, more than any other form of assistance. Our goal in the Department of Professional Learning and Development is to provide support for our school based mentoring programs through a network of collaboration, training, and providing of resources. By providing this support, our schools will be able to build school based mentoring programs designed to meet the needs of the teachers, and in turn, the students in their school and community. Our new framework will allow mentors the ability to work with new teachers using their unique strengths, while still having a structure to guide their work.

## **Defining a "Teacher" for the New Teacher Induction Program**

A teacher is defined as someone working in a PreK-12 setting with students. This includes our Speech and Language Pathologists, School Counselors, and School Based Social Workers.

## **Type of Mentees and Mentors**

Collectively, we reviewed a significant amount of feedback from mentees, mentors, and administrators during the 2018-2019 school year. Using this data, the New Teacher Induction Program has been revised to address barriers highlighted in the survey data. We will now have TWO categories of mentees.

**TEMPORARY CERTIFICATE TEACHERS-** Instructional personnel brand new to the teaching profession and have non education based degrees. They have some unique requirements based on Florida Statute Section 1012.56(8)

**PROFESSIONAL CERTIFICATE TEACHERS-**Instructional personnel new to the profession but coming from a university program with a professional certificate. These individuals have a specific set of requirements based on their professional certificate status.

**PROFESSIONAL CERTIFICATE WITH MORE THAN 3 YEARS EXPERIENCE-**Teachers in their first year in Brevard, but going into their third year of teaching, or beyond, coming from another district or state and currently hold a professional certificate in the state of Florida. These teachers will not complete induction activities, unless deemed necessary by the administrator. These teachers, however, will still adhere to the district guidelines for IPPAS as a teacher new to our county.

## **Identifying Mentees**

Please refer to the instructions on running your Z703 reports. These reports will identify ALL teachers new to BPS in both their first and second year with the district. It will be the responsibility of the school to determine those teachers who will not participate in the induction activities based on their certificate type and years of experience.

### **Assigning Mentors**

All **TEMPORARY CERTIFIED** teachers are REQUIRED to have a CET trained school based mentor, per state statute 1012.56(8)(a)3.a.,F.S. Teachers on a temporary certificate will **ALWAYS participate in the full two year induction program**. Teachers on a professional certificate may be mentored by teachers trained in peer coaching or CET. The school's lead mentor teacher will be responsible for making sure all school based mentors are trained on using the forms, as well as on the process of the induction program.

A list will be provided for all administrative induction contacts and lead mentors of those individuals in your building who are CET trained. The administrator and lead mentor will determine the best placement of mentors by looking at factors such as shared grade level or shared content expertise and a desire to nurture new teacher talent. You may also use factors such as similar interests and proximity in the building. Some schools have moved toward a team approach to mentoring, assigning more than one person to work with the new teacher. This can be done based on proximity, common content, etc.

### **Mentoring and requirement exceptions**

Retired teachers coming back into Brevard Public Schools are exempt from the induction program. In addition, NJROTC instructors are exempt, however, best practice would include providing these instructors with a point of contact at the school who can guide them through their instructional practices and school based information.

### **Experienced Teachers and Mentoring**

Professional certificate teachers coming into Brevard Public Schools with three or more years of experience do not require mentorship. The assistant principal or principal can offer the teacher a non-participation agreement. Under this agreement, the teacher knows he or she will not be participating in induction activities. As a best practice, schools are encouraged to provide the teacher with a "buddy teacher" capable of assisting them while they learn the policies and procedures of BPS and the school. This buddy teacher is not required to have any specialize training. If, at any time, the administrator feels they need the supports of the induction program, they place the teacher and follow regular procedure for induction. Non participating teaches will still be listed on the induction roster, however in the space for assigning a mentor it will be listed as NP for not participating.

### **Mentoring Supplements**

Page 74 of the 2017-2018 teacher contract states the statutory supplement of \$165.00 for mentor teachers and peer coaches. Each school receives 6 total supplements under these two position titles, and have the choice how to allocate these 6 positions. If you are able, the lead mentor teacher does not need to have mentees directly assigned because they are supporting all new teachers and mentors in the building, which meets contract language. However, it will be a school based decision based on the amount of new teachers you must support at your school site. There will be cases where a lead mentor will also need to serve as a school based mentor and have mentees assigned. All school based mentors (CET trained) must have a minimum of TWO mentees assigned to receive the supplement. Supplements will continue to be paid based on the information provided on the Supplement Request, and the information will be matched to the current induction roster. The affidavit and mentor logs must be kept at the school for 5 years. These documents will also be sent to the Department of Professional Learning and Development by your lead mentor teacher for all mentees on your administrative checklist. If you are assigning someone trained in Peer Coaching as a mentor to your professional certificate teachers,

please list them as a peer coach on the supplement form. They must also have a minimum of two assigned mentees. Please check with the induction contact if you have any unique situations.

### **Requirements for Teacher Induction and online Professional Development**

The requirements for induction include meetings between mentees and mentors, mentee/mentor observations, formal observation by administration, and professional development activities. New Teacher Academy is the preferred PD activity for Year 1 mentees. Year 2 may be job specific PD for those on a professional teaching certificate, and for those on a temporary certificate they should be pursuing their PD through our Professional Development Certification Program.

### **IPPAS and Evaluation for New Teachers**

One of the requirements for new teacher induction is for teachers to be evaluated both informally and formally. School based mentors assist in the process of providing formative, non-evaluative feedback to the teacher. Administrators provide both formative and summative feedback throughout the evaluation cycle. As part of induction, teachers will continue to be evaluated based on the requirements of the teaching contract and the IPPAS Handbook for 2019-2020. All evaluations must be conducted based on the teacher's entry into Brevard Public Schools. There is no amendment or changes to the evaluation process.

#### **1. Formal Observations:**

- a. Formative in nature
- b. Minimum of 2 for teachers with less than a year of experience with BPS; 1 for teachers who have completed 1 or more years of experience in Brevard Public Schools
- c. Time frame for the observation provided to the teacher
- d. Preconference required, documentation of dialogue occurs in the meeting
- e. Full lesson segment (minimum of 20 minutes)
- f. Post conference with scored feedback on elements observed required within 10 school days
- g. Scored feedback serves as evidence for midterm, interim and/or formal evaluation of professional practice

#### **2. Informal Observations:**

- a. Formative in nature
- b. Minimum of 1 for all teachers by administrator
- c. Scored feedback on element(s) observed provided within 5 school days, electronically or face-to-face
- d. Scored feedback serves as evidence for midterm, interim and/or formal evaluation of professional practice
- e. Additional 1 required for teachers with less than a year of experience with BPS, by peer or administrator, with written feedback

#### **3. Midterm Evaluation of Professional Practice:**

- a. Formative in nature
- b. 1 required during first semester for teachers with less than a year of experience with BPS
- c. Includes teacher's self-reflection
- d. Includes at least one formal observation (see steps in # 1)
- e. Requires evaluation of all 5 IPPAS dimensions

#### **4. Interim Evaluation of Professional Practice:**

- a. Completed for any teacher with whom an administrator has a performance concern

- b. Includes teacher's self-reflection
- c. Includes at least one formal observation (see steps in #1)
- d. Requires evaluation of all 5 IPPAS dimensions
- e. PDAP's will be developed with the teacher, implemented by the teacher and the administrator, and monitored by the administrator for each dimension if dimensions 1 - 3 are scored at 6.5 or below or, dimensions 4 and 5 are scored at 6.0 or below
- f. Administrators will identify no more than 2 dimensions at a time for focused effort during a 2-4week improvement cycle
- g. PDAP's may be continued or added at the conclusion of the improvement cycle if additional growth is needed

#### **5. Annual Evaluation of Professional Practice (63 points):**

- a. Summative in nature, mastery-based
- b. Required annually for all teachers in the spring
- c. Includes teacher's self-reflection
- d. Requires evaluation of all 5 IPPAS dimensions
- e. Evidence will not be required for indicators or dimensions on which the administrator's score and the teacher's self-reflection score are equivalent or on indicators or dimensions that have been previously documented through the observation process
- f. All evidence remains at the school

#### **6. Summative Part 1:**

- a. 67 points
- b. Includes Annual Evaluation of Professional Practice (63 points) and Collaborative/Mutual Accountability Score (4 points)
- c. Original is signed in the spring of the current school year by teacher and administrator and submitted to the District

#### **7. Summative Part 2:**

- a. Totals 100 points
- b. Includes Summative Part 1 (2/3) and Student Achievement Scores (1/3)
- c. Original is signed in the fall of the next school year by teacher & administrator and submitted to the District

#### **Short Term Evaluations and Participation cut off**

Teachers on short term contract, those replacing a regular contract teacher for more than 20 days but less than 99, will not participate in induction. For short term contract teachers, it is best practice to assign them a mentor and provide the most support possible. Teachers who complete, at minimum, a full semester of teaching will be given credit for one year of induction.

# FORMS

The documents on the following pages are to be used throughout the induction program. Unless otherwise specified, all documents will remain at the school site. The administrative contact should retain a copy of the affidavits and mentoring logs for each mentee, and the originals should be sent to the induction contact at ESF.

- **Instructions for finding new hires** - Instructions for running reports on Panel Z703 in AS400
- **Induction Agreement Form** - All parties participating in the program will sign the collective commitments
- **Affidavits for Classroom and School Counselor/Social Workers**
- **Non-participation Agreement Form**
- **Induction Requirements 2019-2020** - Chart outlining the requirements for each role in the induction
- **Accomplished Practices/Minimum Competencies Documentation Form** - This will be sent at the **end of Year 2 for teachers on a TEMPORARY CERTIFICATE ONLY.**
- **2019-2020 Induction Roster** - This is used to identify those in the induction program. To be sent in August and again in December if there are changes, then in May.
- **Responsibilities for Lead Mentors** - expectations for our new lead mentor position
- **Observation Forms** – To be used by the school based mentor to guide the pre and post meetings, samples here, actual document located in NEW TEACHER INDUCTION FORMS <https://www.brevardschools.org/Page/7999>
- **New Teacher Trainings**

## DISTRICT INDUCTION CONTACTS

Lead Mentor Contact	Linda Buffum	<a href="mailto:Buffum.linda@brevardschools.org">Buffum.linda@brevardschools.org</a> 633-1000 ext. 11262
New Teachers & School Based Mentors	TBD	<a href="mailto:@brevardschools.org">@brevardschools.org</a> 633-1000 ext. 11243
Administrative Support	TBD	<a href="mailto:@brevardschools.org">@brevardschools.org</a> 633-1000 ext. 11243
On-going mentor support (Newsletter)	Bridget Reed	<a href="mailto:Reed.bridget@brevardschools.org">Reed.bridget@brevardschools.org</a>
Questions regarding certification	Dinah Kramer-Middle/High Sharon Doucett-Doran-Elem	<a href="mailto:Kramer.dinah@brevardschools.org">Kramer.dinah@brevardschools.org</a> 633-1000 ext. 11210 <a href="mailto:Doucett-doran.sharon@brevardschools.org">Doucett-doran.sharon@brevardschools.org</a> 633-1000 ext. 11211

## Administrative Contacts for Induction

How to find out who my new hires and new teachers are?

[bourlotos.rhonda@brevardschools.org](mailto:bourlotos.rhonda@brevardschools.org)

633-1000 ext. 11243

1. Go to AS 400
2. Sign in like you always do using your user name and password
3. Type 2 for Crosspointe: Student and Business Systems
4. You will see the A001. System Sign-on with your school information  
Type in by Panel: Z703
5. You will see 1 through 7 information pertaining to your school:
  1. Employees by Position
  2. Positions by Location
  3. Alpha- Tchrs w/positions
  4. Teacher Profile Report
  5. Employee Birthday Lists
  6. New Tchrs w/Cert info 2020 (Only teachers at your school who are new 2019-20 year)
  7. New Tchrs w/Cert info 2019 (Only teachers at your school who are new 2018-19 year)
6. Type in either 6 for teachers new to your school for 2019-20 or 7 for new teachers last year 2018-19 who will be in their 2nd year of induction.
7. The computer will get your list ready, wait until the computer stops and the query stops running.
8. Enter F3 to exit this screen, will bring up Z 701 Administrator Business Menu  
Type in Panel (at the top) PRT. For HR Reports
9. Your query report will appear: type 5 for display and 2= change for print  
That is how you get the names of only your new teachers for that year. The #6 is for 2019-20 teachers-1<sup>st</sup> year in induction and #7 for new hires 2018-19, who will be in their 2<sup>nd</sup> year.  
This should help you understand who is considered new hires. You will also get other great information, such as what certificate, when hired, subject area, etc.  
\*To see all the information you will need to look at the screen that displays the results and next to Control type in w+20 to move right for more spaces to read; Control w-20 to come back.
10. Add the information from this report to your induction roster (formerly administrative checklist)

**Brevard Public School**  
**Induction Agreement Form**

Mentee Name: (Print) \_\_\_\_\_ Employee number: \_\_\_\_\_

School Name: \_\_\_\_\_ Employment Start Date: \_\_\_\_\_

Certificate Type: (Circle) Professional      Temporary

**Collective Commitments**

**Building Level Administrator: (Print)** \_\_\_\_\_

**Building Level Administrator Signature:** \_\_\_\_\_

As building level administrator, I will choose a mentor teacher for my new teacher. When possible I will choose to pair them with the same grade level/subject certified mentor teacher. I will monitor my participants by meeting with my lead mentor teacher and review their induction process once each semester. I will be responsible for collecting all school level documents and retaining those documents for 5 years. I will be responsible for supporting my mentee by providing support for observing classroom teachers and providing time for my mentors to visit mentee classrooms. I will also provide a checklist of accomplished practices to the district at the end of year 2 induction for any mentee on a temporary certificate.

**Lead Mentor: (Print)** \_\_\_\_\_

**Lead Mentor Signature:** \_\_\_\_\_

As Lead Mentor, I will provide support to my building level administrator by tracking the progress of all induction participants and collecting and submitting all required district forms. I will work to support all mentors working with new teachers in my school.

**School Based Mentor: (Print)** \_\_\_\_\_

**School Based Mentor Signature:** \_\_\_\_\_

As a School Based Mentor I will provide direct support services to the new teacher(s) I have been assigned by my administrator. I will complete observations and work regularly with my new teacher according to their induction requirements. I will complete any necessary paperwork and provide assistance to my mentee in completing their required paperwork for the induction program.

**Mentee: (Print)** \_\_\_\_\_

**Mentee Signature:** \_\_\_\_\_

As a new teacher in Brevard Public Schools, I agree to work with my mentor teacher to continually improve my teaching practices and work to achieve positive student outcomes. I will be responsible for tracking my mentoring sessions and completing my classroom observations. I will complete my professional development requirements and submit my required paperwork to my mentor at the end of the school year.

A copy of this form should be retained for a five year period, at the building level.

# New Teacher Induction Program Affidavit



Teacher Name: \_\_\_\_\_

Employee ID# \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Administrator Name: \_\_\_\_\_

School: \_\_\_\_\_

Certification Type      PROFESSIONAL      TEMPORARY

Year in Program      YEAR 1      YEAR 2

By signing this affidavit, you are confirming, to the best of your knowledge, the following:

- The mentor has observed the mentee (Yr. 1 - twice, Yr. 2- once)
- The mentee has visited the classroom of a highly effective teacher, (Yr. 1- twice, Yr. 2- once)
- The mentor and mentee have met weekly/bi-monthly (TEMP CERT teachers are mentored Yr. 1-weekly, Yr. 2 twice a month), all others are twice a month both years. ***The mentoring log is attached to this document and sent to the district office by May 15, 2020.***
- The mentee has attended New Teacher Academy or job specific PD totaling a minimum of 6 hours
- The teacher has been formally evaluated by administration

Signature of Induction Teacher: \_\_\_\_\_

Signature of Mentor: \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

# Social Worker/School Counselor Program Affidavit



Mentee Name: \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Administrator Name: \_\_\_\_\_

School: \_\_\_\_\_

Year in Program:      1                      2

By signing this affidavit, you are confirming, to the best of your knowledge, the following:

- The mentor has observed the mentee, in their work environment a minimum of **one time this year**.
- The mentee has visited the classroom of a highly effective teacher, a minimum of **one time this year**.
- The mentor/district mentor and mentee have met, for an amount of time decided on by the mentee and mentor/district mentor. (15 minute minimum for a single meeting) ***The mentoring log is attached to this document (Year 1 & 2, twice a month)***
- The mentee has completed 6 hours of New Teacher Academy or job specific PD
- The social worker/counselor has been formally evaluated by administration

Signature of Mentee: \_\_\_\_\_

Signature of Mentor: \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_

Completed Date: \_\_\_\_\_

# Experienced Teacher Statement for Non Participation in the New Teacher Induction Program



Teacher: \_\_\_\_\_ Employee ID: \_\_\_\_\_

Administrator: \_\_\_\_\_

Lead Mentor: \_\_\_\_\_

School Based Mentor: \_\_\_\_\_

Date of Hire: \_\_\_\_\_ Certificate Type: Professional

Years of Service: \_\_\_\_\_ Location: \_\_\_\_\_

## TO BE USED BY ADMIN ONLY

Based on years of experience and holding a professional teaching certificate in the state of Florida, you have the option not to participate in the new teacher induction program activities. As a teacher new to Brevard, you will be provided a peer mentor teacher as a resource for assistance with school specific information, but will not participate in teacher observations and bi-monthly mentoring. At any time during the school year, should your administrator feel additional supports are necessary, he/she has the option to place you into the full induction program. You also have the right to request to be entered into the induction program, which includes regular mentoring meetings, observation of peers, and professional development.

I would like to participate in a full year of induction.

I choose not to participate in the induction program, however understand my administrator may deem it necessary to provide induction supports in the future.

As a new instructional hire in Brevard County you will have two formal observations and two informal observations, as well as a mid-term and final evaluation, based on the IPPAS rubrics, conducted by an administrator. If you are a former BPS instructional employee, and returning after a break in service, you will fall under these guidelines.

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Induction Requirements

	Mentee		School based mentor	Lead Mentor	Administrator
<b>Agreement</b>	Sign agreement		Sign Agreement	Sign Agreement	Sign Agreement
<b>Observations</b>	Visit classrooms for observation of your school based mentor or another highly effective teacher in your school <b>Use Mentee Observation Tool</b>		Observation of mentee (additional may be arranged upon request of AP) <b>Use Pre and Post Observation Tools</b>	Administration may request your assistance with making arrangements for coverage	Work with your new teacher and mentor to secure coverage or designate your Lead Mentor to assist with arrangements
<b>Year 1</b>	2 observations – suggested 1 fall and 1 spring				
<b>Year 2</b>	1 observation - 1 fall				
<b>Professional Development</b>  (All Induction participants will attend New Teacher Academy Day 1)	<b>TEMP CERT</b>	<b>PROF CERT</b>	<b>YEAR 1</b> -Assist mentee in signing up for NTA Course# 16443 in ProGOE This is a one-time event <b>YEAR 2</b> - Job Specific PD 6 hrs. per year	Share training opportunities/resources with Mentors and Mentees.	Part of Mid-Year and Final check
	Yr. 1-NTA & GK Practice	New Teacher Academy and/or Job Specific PD			
	Yr. 2 Enter PDCP or take online College, if needed				
<b>Mentoring Meetings</b>	<b>TEMP CERT</b>	<b>PROF CERT</b>	Meet with mentee. Refer to possible topics sheet or use topics naturally generated by inquiry. Collect log from mentee week of 5/1 and forward to your Lead Mentor	Collect weekly mentoring logs from your school based mentors and submit along with NTIP Affidavits to district by <b>May 15, 2020</b>	Part of Mid-Year and Final check
	Yr. 1 - Weekly	Twice a month, both years			
	Yr. 2- Twice a month				
<b>Completion Paperwork Year 1 &amp; Year 2</b>	Submit log and sign affidavit to school based mentor		Sign affidavit and turn in mentee mentoring log to Lead Mentor	Submit affidavits and mentoring logs by May 15, 2020 to district	Complete a final review of mentees with your Lead Mentor and Sign affidavits
<b>Induction Roster</b>	N/A		N/A	N/A	Due 8/30 ,3/13 & 5/15 to District

## Induction Requirements-SSW and School Counselors

	Mentee		School based mentor	Lead Mentor	Administrator
<b>Agreement</b>	Sign agreement		Sign Agreement	Sign Agreement	Sign Agreement
<b>Observations</b>	Visit classroom for observation of your school based mentor or another highly effective teacher in your school <b>Use Mentee Observation Form for SSW/SC</b>		Observation of mentee (additional may be arranged upon request of AP) <b>Use Mentor Observation Form SSW/SC</b>	No coverage needed	May need to assist in finding a content mentor for the SSW/SC.
<b>Year 1</b>	1 observations – suggested fall				
<b>Year 2</b>	1 observation - 1 fall or spring				
<b>Professional Development</b>  (All Induction participants will attend New Teacher Academy Day 1)	<b>TEMP CERT</b>	<b>PROF CERT</b>	<b>YEAR 1</b> -Assist mentee in signing up for NTA Course# 16443 in ProGOE This is a one-time event <b>YEAR 2</b> - Job Specific PD 6 hrs. per year for mentee	Share training opportunities/resources with Mentors and Mentees.	Part of Mid-Year and Final check
	Yr. 1-NTA & GK Practice	New Teacher Academy and/or Job Specific PD			
	Yr. 2 Job specific PD				
<b>Mentoring Meetings</b>	<b>TEMP CERT</b>	<b>PROF CERT</b>	Meet with mentee. Refer to possible topics sheet or use topics naturally generated by inquiry. Collect log from mentee week of 5/1 and forward to your Lead Mentor	Collect weekly mentoring logs from your school based mentors and submit along with NTIP Affidavits to district by <b>May 15, 2020</b>	Part of Mid-Year and Final check
	Year 1 & 2- twice a month	Year 1 & 2- twice a month			
<b>Completion Paperwork Year 1 &amp; Year 2</b>	Submit log and sign affidavit to school based mentor		Sign affidavit and turn in mentee mentoring log to Lead Mentor	Submit affidavits and mentoring logs by May 15, 2020 to district	Complete a final review of mentees with your Lead Mentor and Sign affidavits
<b>Induction Roster</b>	N/A		N/A	N/A	Due 8/30 ,3/13 & 5/15 to District

**THIS FORM TO BE USED  
BY ADMIN ONLY**

School Name:

2019-2020

Administrative Contact:

**INDUCTION ROSTER**

Lead Mentor Teacher:

	Mentee Name (First Last)	Mentee Employee ID	Mentor Name (First Last)	Certificate Type (RG or TM)	Start Date	Induction Year (1 or 2)	Affidavit Complete and Sent	Mentor Log Complete and Sent	*FEAPS Accomp. Practices sent <i>TM Only</i>
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

**ALL ROSTERS SHOULD BE SENT SOFT COPY VIA EMAIL**

**\*ALL TEMPORARY CERTIFICATE TEACHERS COMPLETING THEIR 2<sup>nd</sup> YEAR OF INDUCTION** – Accomplished Practices Documentation Form must be sent no later than **May 15, 2020** to Rhonda Bourlotos, PDCP Content Specialist, ESF-Department of Professional Learning and Development

Induction Roster Due Dates: **1<sup>st</sup> roster (August 30, 2019) Mid Check Roster (March 13, 2020) Final Roster (May 15, 2020)**

## To be used by Admin Only

ONLY FOR TEMPORARY CERTIFIED TEACHERS COMPLETING THEIR 2<sup>nd</sup> YEAR OF INDUCTION

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_

### Accomplished Practices/Minimum Competencies Documentation

*Please document satisfactory or unsatisfactory demonstration of the Accomplished Practices/Minimum Competencies. A complete list of the Accomplished Practices/Minimum Competencies and their Indicators can be found in the IPPAS Handbook for 2019-2020.*

#### Satisfactory/Unsatisfactory

S/U	Accomplished Practice
<b>Quality of Instruction</b>	
	<b>1. Instructional Design and Lesson Planning</b> <b>Applying concepts from human development and learning theories, the effective educator consistently:</b>
	<ul style="list-style-type: none"><li>• Aligns instruction with state-adopted standards at the appropriate level of rigor;</li><li>• Sequences lessons and concepts to ensure coherence and required prior knowledge.</li><li>• Designs instruction for students to achieve mastery;</li><li>• Selects appropriate formative assessments to monitor learning;</li><li>• Uses diagnostic student data to plan lessons; and,</li><li>• Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</li></ul>
	<b>2. The Learning Environment</b> <b>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</b>
	<ul style="list-style-type: none"><li>• Organizes, allocates, and manages the resources of time, space, and attention;</li><li>• Manages individual and class behaviors through a well-planned management system;</li><li>• Conveys high expectations to all students;</li><li>• Respects students' cultural, linguistic and family background;</li><li>• Models clear, acceptable oral and written communication skills;</li><li>• Maintains a climate of openness, inquiry, fairness and support;</li><li>• Integrates current information and communication technologies;</li><li>• Adapts the learning environment to accommodate the differing needs and diversity of students; and</li><li>• Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</li></ul>
	<b>3. Instructional Delivery and Facilitation</b> <b>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</b>
	<ul style="list-style-type: none"><li>• Deliver engaging and challenging lessons;</li><li>• Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</li><li>• Identify gaps in students' subject matter knowledge;</li><li>• Modify instruction to respond to preconceptions or misconceptions;</li><li>• Relate and integrate the subject matter with other disciplines and life experiences;</li><li>• Employ higher-order questioning techniques;</li><li>• Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</li><li>• Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</li><li>• Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and</li></ul>

**THIS DOCUMENT SHOULD BE SENT TO RHONDA BOURLOTOS IN PROFESSIONAL LEARNING AND DEVELOPMENT NO LATER THAN MAY 15, 2020**

**ONLY FOR TEMPORARY CERTIFIED TEACHERS COMPLETING THEIR 2<sup>nd</sup> YEAR OF INDUCTION**

	<ul style="list-style-type: none"> <li>Utilize student feedback to monitor instructional needs and to adjust instruction.</li> </ul>
	<p><b>4. Assessment</b> <b>The effective educator consistently:</b></p>
	<ul style="list-style-type: none"> <li>Delivers engaging and challenging lessons;</li> <li>Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;</li> <li>Uses a variety of assessment tools to monitor student progress, achievement and learning gains;</li> <li>Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;</li> <li>Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and</li> <li>Applies technology to organize and integrate assessment information.</li> </ul>

**Continuous Improvement, Responsibility and Ethics**

	<p><b>5. Continuous Professional Improvement</b> <b>The effective educator consistently:</b></p>
	<ul style="list-style-type: none"> <li>Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;</li> <li>Examines and uses data-informed research to improve instruction and student achievement;</li> <li>Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;</li> <li>Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;</li> <li>Engages in targeted professional growth opportunities and reflective practices; and,</li> <li>Implements knowledge and skills learned in professional development in the teaching and learning process.</li> </ul>
	<p><b>6. Professional Responsibility and Ethical Conduct</b> <b>The effective educator consistently:</b></p>
	<p>Understands that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.</p>

*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History--New 7-2-98; Amended 12-17-10.*

**DOCUMENT OF COMPLETION STATEMENT  
BREVARD COUNTY INDUCTION PROGRAM  
2019-2020**

TEACHER'S NAME \_\_\_\_\_

EMPLOYEE ID # \_\_\_\_\_

START DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_ TEACHING ASSIGNMENT \_\_\_\_\_

It is my professional opinion that \_\_\_\_\_, a beginning teacher in the Brevard County School District

\_\_\_\_ HAS \_\_\_\_ HAS NOT successfully completed 2 years in our Brevard County Induction Program.

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Completion Date of 2<sup>nd</sup> year

**THIS DOCUMENT SHOULD BE SENT TO RHONDA BOURLOTOS IN PROFESSIONAL LEARNING AND DEVELOPMENT NO LATER THAN MAY 15, 2020**

## Responsibilities for Lead Mentors

Identify Mentors with Administrator	<p>Ensure mentors meet these minimum requirements:</p> <ul style="list-style-type: none"> <li>• Completed Florida DOE Clinical Educator Training</li> <li>• Minimum of 3 years of teaching experience</li> <li>• Effective or Highly Effective on most recent evaluation</li> </ul>
Provide Support	<p>Provide support for mentors through:</p> <ul style="list-style-type: none"> <li>• Monthly meetings</li> <li>• Follow-up on required new teacher observations and documentation to be sent to Professional Development Specialist for PDCP</li> </ul>
Monitor Mentors	<p>With administrative support, ensure new teachers are consistently matched with mentors knowledgeable about:</p> <ul style="list-style-type: none"> <li>• Subject matter/content standards</li> <li>• School procedures and policies</li> <li>• Classroom management</li> </ul>
Provide Professional Development	<p>Support mentors in:</p> <ul style="list-style-type: none"> <li>• Planning for new teacher site based trainings</li> <li>• Assisting with registration for the district New Teacher Academy</li> <li>• Sharing innovative resources and research</li> </ul>
Collaborate	<p>Work with mentors to ensure mentoring processes are implemented:</p> <ul style="list-style-type: none"> <li>• Build relationships with your team</li> <li>• Open your classroom for observations</li> <li>• Create a coaching culture by observing mentors and providing specific feedback</li> <li>• Discuss assessment data</li> <li>• Schedule mentor team meetings (face to face or using Skype)</li> </ul>

## Pre Conference Checklist for Mentors

Mentor Teacher: \_\_\_\_\_ Mentee: \_\_\_\_\_

**Identify the standard and quadrant of the learning cycle :** ( Ex. Grade 3 ELA Standard -Key Ideas and Details: Describe characters in a story. My lesson uses a think-aloud procedure to model how to infer character traits and recognize a character's growth across a text. My students will consider the underlying reasons of why the character changed, supporting their ideas and inferences with evidence from text. Today is Day 1 which is the introduction of the idea that good readers get to know and understand characters to enhance comprehension and enjoy books.)


**IPPAS Dimension and Element to be addressed:** (Ex. Dimension 3, Element 4)

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**What would you like to work on?:** What information or feedback is the mentee looking for? (Ex. The mentee has expressed his or her concern that although lessons seem to be well planned, students show signs of disengagement.)


**Data collection tool to be used: (check 1):**

	Classroom Performance Indicator		Classroom Traffic
	Selective Verbatim		At Task
	Verbal Flow		Shadowing

**Logistics:**

Date and time of observation: \_\_\_\_\_ Length of observation: \_\_\_\_\_

Date and time for post conference (after observation): \_\_\_\_\_

Do I need a seating chart?	Y	N	May I interact with your students?	Y	N
Did we place the meeting in our Microsoft calendar	Y	N	Would you like the lesson to be video or audio recorded?	Y	N
Where would you like for me to be located during the observation?					

Additional considerations: \_\_\_\_\_

# Mentor Teacher Post Conference Planning Guide

Mentor Teacher: \_\_\_\_\_ Mentee: \_\_\_\_\_

Date of observation: \_\_\_\_\_ Time of Day/Subject Area: \_\_\_\_\_

**Opening the meeting:** Relationship building statement: (Ex. "So, how did your open house go last night?")


**Purpose of the meeting and agreements:** (Ex. "During our pre-conference we agreed to look at Dimension 2, Element 1." Then using a data collection tool, you would record the observation of that element.)


**Positive statement:** What you can say to maintain or enhance a teacher's self-esteem and any behaviors he/she should consider maintaining (Ex. "I immediately noticed your positive energy when greeting your students. I feel strongly you should continue to greet students at the door and provide them with statements of acknowledgement.")


**Clarify and share data:** What specific details did I document on the performance indicators or CET data tools; document behaviors to increase or eliminate. (Ex. Identifying patterns like calling on students only in the front row)


*The two elements of developing a relationship of trust is to remain non evaluative in your statements and keep all information confidential.*

**Reflection and discussion:** What questions can you ask to spark reflection and explore ideas for improvement based on the data? (Depending on the teacher’s level of orientation, this is where you may ask if the teacher would like some suggestions or you may use a leading question that will allow the teacher to provide his or her own ideas for improvement. For example you may ask a teacher who is in survival mode a directive question such as, “If your materials had been ready at the beginning of the lesson, how do you feel it would have impacted immediate student engagement?”)


**Close of Meeting:**

What will you work on?	How will you get there?	How will you know you achieved it?

Close the meeting by providing a summary statement and provide the mentee with positive affirmation of their practice. (Ex. “Thank you for your courage in sharing your classroom and looking at how you can make improvement to your future lessons. I really enjoyed learning from you today and especially liked your bell work idea. I would love to use that with my students tomorrow.”)


Date/time of next meeting to discuss your work and achievements (listed above): \_\_\_\_\_

***The two elements of developing a relationship of trust is to remain non evaluative in your statements and keep all information confidential***

Teacher Name: \_\_\_\_\_

Date of observation: \_\_\_\_\_

Mentor's Name: \_\_\_\_\_

### Mentee-Post Conference Notes

Dimension and Element observed:

--

Feedback from my mentor on behaviors to increase or decrease:


Close of Meeting

What will I work on?	How will I get there?	How will I know when I achieve it?

I'll be meeting with my mentor again on: \_\_\_\_\_  
to discuss the results of my work and achievements (listed above).

# Mentor Observation Reflection for School Counselor and School Social Workers

Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Mentee being observed: \_\_\_\_\_ Time of Day: \_\_\_\_\_

During this observation/conversation I saw evidence of:

- Evidence of resources used to guide student and parents and school staff
- Evidence or discussion of small group or social skills group work
- Print materials for families and students are organized and easily accessible
- Record keeping processes are in place to ensure equitable outcomes for students
- Schedule or activities is posted and available for students
- Student engagement activities were evident within the office and throughout the conversation
- A process is in place to identify student needs impeding learning and the school social worker/school counselor has a role in that process
- Evidence of instruments used to assess student, family, and community needs
- If students were present, evidence of student rapport/ or conversation leading to the building of relationships

One thing I learned about the work of a school social worker or school counselor:


How can I use what I learned today to assist my students in accessing services?


Resources or ideas I may be able to implement in my own classroom:


Upon completion of the observation, please write a positive note or email to the school counselor or social worker and share any additional questions you may have regarding implementation or understanding of skills.

## Mentee Peer Observation Reflection

Mentee: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher being observed: \_\_\_\_\_ Time of Day/Subject: \_\_\_\_\_

During this observation I saw evidence of:

- Standards and lesson objectives posted and explained to students
- Expectations for activities and transitions being modeled, taught, and corrected
- Materials used for activities stored and distributed for maximum efficiency
- Essential question posted
- Engaging strategies being used, such as cooperative learning, inquiry-based learning
- Higher order questioning techniques being utilized in different ways throughout the lesson
- Evidence of authentic engagement; students immersed in work that has clear meaning and immediate value
- Evidence of formative assessments utilizing multiple means of checking for understanding
- Students allowed time to process their learning through various activities and learning strategies

One important skill I learned from this observation was:


What connections can I make to my classroom from the observation I completed today?


Resources or ideas I may be able to implement in my own classroom:


Upon completion of the observation, please write a positive note or email to the observed teacher and share any additional questions you may have regarding implementation or understanding of skills.

## School Social Worker/School Counselor Peer Observation Reflection

Mentee: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher being observed: \_\_\_\_\_ Time of Day/Subject: \_\_\_\_\_

During this observation I saw evidence of:

- Standards and lesson objectives posted and explained to students
- Expectations for activities and transitions being modeled, taught, and corrected
- Materials used for activities stored and distributed for maximum efficiency
- Essential question posted
- Engaging strategies being used, such as cooperative learning, inquiry-based learning
- Higher order questioning techniques being utilized in different ways throughout the lesson
- Evidence of authentic engagement; students immersed in work that has clear meaning and immediate value
- Evidence of formative assessments utilizing multiple means of checking for understanding
- Students allowed time to process their learning through various activities and learning strategies

One important skill I learned from this observation was:


What connections can I make to my work from the observation I completed today?


Resources or ideas I may be able to use to support my work with students and families:


Upon completion of the observation, please write a positive note or email to the observed teacher and share any additional questions you may have regarding implementation or understanding of skills.

**SEE New Teacher Induction website for actual logs**

Mentee Name:

Mentor Name:

2019-2020 SY

Work Location:

Week	Activity	Date of meeting	Time	Action Items
August				
September				
September				
October				
October				
November				
November				
December				
January				
January				
February				
February				
March				
March				
April				
April				
May				

<b>Possible Activities</b>	<b>Forms of Mentoring</b>
Lesson Plan Development	Face to Face
Teacher Observation	Email
Co-Teaching	Skype for business
PD Reflection & Application	Microsoft Teams/Google
Reflection	
Follow up Discussions	
Mentor Directed Topic (ex. Preparing for Open House)	Mentee Signature:
Mentee Inquiry Discussion	Mentor Signature:



## Brevard Public Schools NEW TEACHER TRAININGS 2019-2020 School Year

**You must register for the trainings you will attend through 'ProGOE2' link located in the Brevard Public Schools website under 'Staff' then 'Software/Applications' then to 'ProGOE2'. By using your school computer to open 'ProGOE2', you should automatically be signed into the program. Open the 'Courses' tab and type in the Section # of the training that you wish to attend.**

**SCHOOLS ARE RESPONSIBLE FOR THEIR OWN FUNDING OF SUBSTITUTES.**

Training	Location	Class Date	Begin	End	Course #	Section #	Training Description
July New Teacher Academy	ESF- Boardroom	July 30, 2019	8:00 a.m.	4:00 p.m.	16443	404240	This <b>2-day (one time event)</b> New Teacher Academy will provide training in classroom management, ethics, lesson planning, and survival skills to help prepare you for teaching in Brevard County.
		July 31, 2019				404241	
October New Teacher Academy	ESF- Boardroom	October 23, 2019	8:00 a.m.	4:00 p.m.	16443	404242	This is a <b>2-day (one time event)</b> New Teacher Academy will provide training in classroom management, ethics, lesson planning, and survival skills to help prepare you for teaching. <b>(For teachers who missed the July NTA)</b>
		October 24, 2019				404243	
February New Teacher Academy	ESF- Boardroom	February 4, 2020	8:00 a.m.	4:00 p.m.	16443	404244	This is a <b>2-day (one time event)</b> New Teacher Academy will provide training in classroom management, ethics, lesson planning, and survival skills to help prepare you for teaching. <b>(For teachers who missed the July and October NTA)</b>
		February 5, 2020				404245	
Classroom Management CHAMPS/DISC K-12	ESF-TR 5&6 (Day1) ESF- TR 7&8 (Day 2) TR 3&4 (Day 3)	September 16, 2019	8:30 a.m.	3:30 p.m.	15620	404303	This <b>3 DAY</b> course is designed to assist classroom <b>K-12 teachers</b> in developing effective classroom management strategies that reflect safe and civil classroom expectations using CHAMPS/DISC methodology. Teachers will learn techniques for designing and maintaining structure, interaction, and student corrections.
		October 8, 2019					
		November 5, 2019					
Classroom Management CHAMPS/DISC K-12	ESF-TR 7&8	September 26, 2019	8:30 a.m.	3:30 p.m.	15620	404304	This <b>3 DAY</b> course is designed to assist classroom <b>K-12 teachers</b> in developing effective classroom management strategies that reflect safe and civil classroom expectations using CHAMPS/DISC methodology. Teachers will learn techniques for designing and maintaining structure, interaction, and student corrections.
		October 22, 2019					
		November 12, 2019					
Classroom Management CHAMPS/DISC K-12	ESF-TR 7&8	January 22, 2020	8:30 a.m.	3:30 p.m.	15620	404305	This <b>3 DAY</b> course is designed to assist classroom <b>K-12 grade teachers</b> in developing effective classroom management strategies that reflect safe and civil classroom expectations using CHAMPS/DISC methodology. Teachers will learn techniques for designing and maintaining structure, interaction, and student corrections.
		February 11, 2020					
		March 10, 2020					



Brevard Public Schools  
**NEW TEACHER TRAININGS**  
 2019-2020 School Year

**You must register for the trainings you will attend through 'ProGOE2' link located in the Brevard Public Schools website under 'Staff' then 'Software/Applications' then to 'ProGOE2'. By using your school computer to open 'ProGOE2', you should automatically be signed into the program. Open the 'Courses' tab and type in the Section # of the training that you wish to attend.**

**SCHOOLS ARE RESPONSIBLE FOR THEIR OWN FUNDING OF SUBSTITUTES.**

Training	Location	Class Date	Begin	End	Course #	Section #	Training Description
Strategies for Engagement	ESF-TR 3&4	September 19, 2019	8:30 a.m.	3:30 p.m.	15694	404307	This in-service is designed for the <b>beginning teacher</b> . The in-service will provide participants with useful cooperative learning structures that can be implemented immediately in the classroom. Participants will also learn other strategies to stimulate student engagement through multiple applications K-12.
Strategies for Engagement	ESF-TR 7&8	January 29, 2020	8:30 a.m.	3:30 p.m.	15694	404308	This in-service is designed for the <b>beginning teacher</b> . The in-service will provide participants with useful cooperative learning structures that can be implemented immediately in the classroom. Participants will also learn other strategies to stimulate student engagement through multiple applications K-12.
Teaching with Poverty in Mind	ESF-TR 7&8	November 20, 2019	8:30 a.m.	3:30 p.m.	15697	404309	Based off the work of Eric Jensen, this in-service is designed to help teachers understand students from various backgrounds and ways to support academic success for under resourced students. The book is available through our ASCD Professional Development Digital Library.
Teaching with Poverty in Mind	ESF-TR 7&8	February 18, 2020	8:30 a.m.	3:30 p.m.	15697	404310	Based off the work of Eric Jensen, this in-service is designed to help teachers understand students from various backgrounds and ways to support academic success for under resourced students. The book is available through our ASCD Professional Development Digital Library.
Thinking Maps	ESF- 402A FDLRS Options Lab	September 17, 2019	8:30 a.m.	3:30 p.m.	10480	404306	Thinking Maps is open to all teachers, however the target audience for this training is new teachers. Thinking Maps are consistent visual patterns linked directly to either specific thought processes. Teachers can empower students with the tools to analyze complex texts and think mathematically for conceptual understanding and problem solving. Teachers will leave this inservice with a consistent set of tools to meet the needs of ALL LEARNERS.