A Model That Works
Supporting New Teachers

Randy Allman, New Teacher Facilitator
Seminole County Public Schools

A New Vision for Support to New Teachers in Our Schools
What Is Your Definition of Mentoring?

Frayer Model

<table>
<thead>
<tr>
<th>Definition in your own words</th>
<th>Facts/characteristics</th>
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<tbody>
<tr>
<td>Examples</td>
<td>Nonexamples</td>
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</tbody>
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MENTORING
School-based Coaches:

- Resource Provider
- Data Coach
- Curriculum Specialist
- Instructional Specialist
- Classroom Supporter
- Mentor
- Learning Facilitator
- School Leader
- Catalyst for Change
- Learner
The SCPS Current Configuration of Mentor Support

• Our Current Reality

• New Teacher Mentors in Schools
  • All New Teachers
  • No Compensation
  – National Board Mentors
    • Reduced Stipend/No Stipend next year
  – Alternative Certification Mentors
    • Volunteers
  – Peer Teachers Paid $1,200
Designated Money for Mentoring
Our Plan to Put the Pieces of the Puzzle Together
Induction Participants

- Lack of Educational Background
- Need State Tests
- Need ESOL & Reading
- Need Coursework /ACP
- Need to Understand SCPS Culture
- Career Changers
New Teachers

• Right Out of College
• Transfers (1-2 Years Experience)
• Transfers (2+ Years)
Long-Term Substitutes

• Often an Effective Substitute Teacher

• Strong Needs for Curriculum Decisions

• Need Assistance for:
  – Parent Conferences
  – Student Data Systems
  – Managing Grades/Gradebook
  – Formative/Summative Assessments
UCF Interns

Strengths

• College Background
• Enthusiasm

Challenges

• Little to No Knowledge of School and Culture
• Often Balancing a Job, Classes, and Finances
• Limited Background of Course Materials, Data Systems, and Classroom Management
UCF Interns

New Teachers

Long Term Substitutes

Induction

COHORTS
Benefits of the Cohort

- Gives Teacher Sense of Belonging
- Provides Connections for Sharing of Ideas
- Allows Sharing of Curriculum and Plans
- Develops Forum for Problem Solving
- Creates an Opportunity for the School-wide Mentor and Peer Teacher to Collaborate
Our Plan to Make SCPS a Trendsetter
Step One: ACP Mentors

- Alternative Certification Mentors
  - $800 Stipend
- Will Guide Teachers through the 23 State Tasks – Accomplished Practices
- Will Attend Mentor Training for ACP
- Will Receive Regular Updates for ACP Teachers from Randy Allman
Step Two: Induction Program

- Peer Teachers are Trained in SCPS Model
- Summer Conference: Clinical Educator Training
  - 3 days/four trainers/best practices for mentoring
- Three-hour Mentoring Model (5+ years)
- Submitted Materials Reviewed November/February

The Induction Program had been revised just two years before.
SCPS Mentoring Portfolio Guide

• Originally Developed for the Induction Program
• History
  – Highlands County
  – NBCT’s
• 2011-12 School Year
  – Guides All New Teachers
Step Three – School-Wide Mentor

- Select Secondary School-wide Mentor
  - Annual Stipend
  - Trained in Mentoring Practices
  - Trained to Utilize SCPS Mentoring Program Guide
School-wide Mentors: SCPS Process

• Chosen by Principal
• Trained in May or June
• Meets All New Teachers the Thursday before Preplan
• Introduces New Teacher Cohort to Mentoring Program Guide
First Steps to New Teacher Success

- School Tour
- Introduction to Administration
- Curriculum Materials

- Classroom Rules and Procedures
- Access to Technology
- Formation of Cohort
Required Changes

Modification of New Teacher Orientation
IS Technology Access Training Offered at NEO

• Secondary Schools
  – 1 Day NTO (Wed., August 3rd)
  – 1 Day at School (Thurs. Aug. 4th)
    • School-wide Mentor

• Elementary Schools
  – 1 ½ Days of NTO (Aug. 3rd/4th)
  – ½ Day at School -Thursday p.m.
    • School-wide Mentor
• Updated Review of Clinical Educator Training for Peer Teachers who have not Received Training in the Past Five Years (September)

• Classroom Management Forum mid-September
  ─ All New Teachers Invited
  ─ Elementary and Secondary Sessions

• Classroom Management Courses
We Believe Activity

Working in groups of 5:
Each teacher will read a “Reflection Card” and make notes on the back of his or her card.

Groups will share their stories at each table and then create a “We Believe” list of things that shaped them as educators and made them effective.
NEST Table of Contents
DO NOT EMAIL YOUR REQUEST FOR A SUBSTITUTE!

- **NOTIFICATION**
  - If you know you are going to be out, please put in the proper paperwork for absence requests with the executive secretary to the principal. Do not schedule a substitute before you have completed this paperwork.
  - Call the Callplus+ line (407/320-**** directions follow) and/or --- (407/320-****) to arrange for a substitute teacher.
  - Notify your administrator either via telephone or email that you have requested a substitute teacher. Also include a copy of the lesson plans or where the lesson plans can be found.

- **LESSON PLANS**
  - Arrange to leave lesson plans for your substitute teacher.
  - Send the lesson plans in via another teacher/neighbor; leave a copy with ---, and email/leave a copy with your Assistant Principal, Department Chair, and neighboring teacher.
  - Please make sure that your plans contain rules and procedures.

**Calling in for a Substitute Teacher using CALLplus+**

Phone Number: 407/320-5010

--- School uses the CALLplus+ system to obtain a substitute. Please review the information below for calling in to request a substitute. The directions must be followed in order for your information to be processed correctly. If CALLplus+ does not work, call --- and leave a message at 407/320-****. Make sure you leave lesson plans either via message, email or teacher.

What is my ID for CALLplus+?
➢ The last five digits of your social security number.

When can I call for a substitute?
mentoring

Seminole County
Public Schools
2013 - 2014

New Teacher
School-wide
Mentor Program
Guide

School-wide Mentor: _______________________

School: _______________________

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<th>Responsibilities</th>
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<tr>
<td>- To attend and complete mentor training workshop</td>
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<td>- To meet the Thursday before preplan with the new teachers</td>
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<tr>
<td>- To follow “First Steps to New Teacher Success” (See PowerPoint)</td>
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<td>- To maintain a log of meetings, dates, topics, and attendees</td>
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<td>- To commit to supporting the new teacher in a confidential manner</td>
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<tr>
<td>- To schedule and meet with the new teacher on a regular basis – more frequently during the first grading period (Discuss with administration.)</td>
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<tr>
<td>Building Tour</td>
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<tr>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td>☐ School location and general layout (grade levels or departments )</td>
</tr>
<tr>
<td>☐ Bus boarding/unloading area</td>
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<tr>
<td>☐ Teacher parking</td>
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<tr>
<td>☐ Administrative Offices (Principal, AP, Deans)</td>
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<td>☐ Guidance Offices</td>
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<tr>
<td>☐ Media Center and AV equipment</td>
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<tr>
<td>☐ Rooms for music, art, physical education, speech, gifted, etc.</td>
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<td>☐ Computer labs</td>
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<td>☐ Supply room</td>
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<td>☐ Book storage room</td>
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<tr>
<td>☐ Custodial Storage Room</td>
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<tr>
<td>☐ Teacher lounge</td>
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<tr>
<td>☐ Staff restrooms</td>
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<tr>
<td>☐ Cafeteria</td>
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<tr>
<td>☐ Mail room, sign-in area</td>
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<td>☐ Copy Center</td>
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<tr>
<td>☐ Teacher work areas</td>
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<td>☐ Teacher work areas</td>
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<tr>
<td>☐ ISS / Time-Out Rooms (If applicable)</td>
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<tr>
<td>☐ Clinic</td>
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### Building Procedures

- Teacher sign-in and sign-out policies
- Hours for teachers and students
- Student Code of Conduct
- Expectations of teacher pertaining to professionalism, dress code
- Extra duties (hall, bus, etc.) times, responsibilities, when to sign up (if applicable)
- Lunch procedures
- Arrival and dismissal procedures
- Emergency drills (fire, tornado, bomb, lock-down, etc.)
- Staff accidents and emergencies
- Assembly seating and supervision
- Student accidents, emergencies
- Movement of students, entry/exit from lunch, physical education, buses
- Keys for room, building, parking lot security fence
- Maintenance and custodial procedures

### Access to Resources

- Classroom and teaching supply requisitions
- Departmental budgets, warehouse requisitions, and purchase order procedures
- AV equipment requests
<table>
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<tr>
<th>Access to Resources (continued)</th>
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<tr>
<td>☐ Shared equipment and materials</td>
<td></td>
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<tr>
<td>☐ Computer configuration</td>
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<tr>
<td>☐ Computer access for students</td>
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<tr>
<td>☐ Textbooks, supplementary materials</td>
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<tr>
<td>☐ School site duplicating services and supplies</td>
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<tr>
<td>☐ County Office Print shop services</td>
<td></td>
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<td>☐ Faculty Handbook</td>
<td></td>
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<td>☐ Options for room arrangement and effect on teaching and learning</td>
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<td>☐ Traffic patterns</td>
<td></td>
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<tr>
<td>☐ Storage and access to materials</td>
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<tr>
<td>☐ Student access to equipment, teaching centers</td>
<td></td>
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<tr>
<td>☐ Operation of equipment</td>
<td></td>
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<td>☐ Copyright procedures</td>
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<table>
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<tr>
<th>Communication</th>
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<td>☐ Accessing intercom, phone system, sending and receiving voice mail</td>
<td></td>
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<tr>
<td>☐ Accessing and using computer e-mail</td>
<td></td>
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<tr>
<td>☐ Inter-school courier service</td>
<td></td>
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<tr>
<td>☐ Guidelines and policies concerning communication with parents: Letters, phone calls, and personal contacts</td>
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### Communication (continued)

- District Web Page and school site web pages
- SCPS website to access Sunshine State Standards and Professional Links
- Curriculum pages on SCPS website (according to subject area taught)
- Professional Development available on SCPS website/ signing up
- Procedures for sending home communication: newsletters, notes, etc.
- Discuss making positive contact with parents by phone or written note within the first month.

### Personal and Professional Decisions and Procedures

- Understanding the recognized categories of absences
- Procedures and expectations when you call in sick
- Required paperwork following sick leave *(varies by school)*
- Procedure for requesting personal or professional leave
- Automated Call-In System for substitutes (according to school policies)
- Lesson Plans for substitutes
- Emergency lesson plans (for unexpected or extended absence)
- Faculty Meetings and Team Meetings
- Required observations / evaluations by administrators
- Planning to collaborate and share with colleagues
- Social media: Texting, Facebook, blogs, etc.
### Begin Building a Trusting Relationship

<table>
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<tr>
<th>Task</th>
<th>Details</th>
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<tr>
<td>Peer teacher meet new teacher(s) in predesignated area the first day</td>
<td>Share lunch schedule and procedures (and recess procedures, where applicable)</td>
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<tr>
<td>Peer teacher shares beliefs in:</td>
<td>Review the daily schedule, including Planning Period</td>
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<tr>
<td>- the need for continual learning as professionals</td>
<td>Review plans for the first day</td>
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<tr>
<td>- the need to be open to feedback and learning</td>
<td>Discuss school’s procedures for student-schedule pick-up (varies by school the degree to which teachers are involved in this)</td>
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<tr>
<td>- the power of collaboration</td>
<td>Discuss policy regarding visitors on campus</td>
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<tr>
<td>Peer teacher encourages new teacher(s) to ask questions, confide</td>
<td>Discuss policy on inviting guest speakers</td>
</tr>
<tr>
<td>concerns</td>
<td></td>
</tr>
<tr>
<td>Peer teacher introduces new teacher to staff: grade level chairperson, dept. head, team members, media specialist(s), office staff, custodial staff, bookkeeper</td>
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### Procedures

- Begin discussing stress management
How to handle a crisis situation.

Obtain Supplies: class list(s) / art supplies / lesson plan book / attendance book (Online) / office supplies

Student Information Card (contact information, things you want to know, such as hobbies, interests, favorite subject, etc.

Use an activity to gather information about your students so you can begin to foster relationships. Examples: Learning Style Inventory, Multiple Intelligence Survey, letter home requesting info on students etc.

Bus lists (where applicable)

Bulletin board decisions; where to post announcements, calendar, menus, etc.

Code red, code yellow, fire drill procedures discussed with students

Make signs for room

Post your name, room number, schedules for lunch, other important info

Prepare name tags for student desks (Name tents for secondary)

Prepare class lists, seating charts, artifact/portfolio folders (as needed)

Prepare take-home packets for students on the first day, including such items as an introductory letter to parents, class rules and procedures, homework policy, course overviews, assorted school forms, etc.

Consider the impact of dressing professionally

Check to see which students may be going to special classes

Gather and organize textbooks; inventory as necessary

Gather appropriate supplementary materials

Define and explain your classroom procedures and management
Identifying Characteristics and Roles of Effective Teachers

• Student
• Management
• Planning
• Instruction
• Curriculum

• Diagnosis / Assessment / Evaluation
• Professional Development
• Technology
Case Study Analysis...

Read the assigned case.

• What is the level of structure that the teacher needs to be successful?
  Low . . . . . . . Medium . . . . . . . High

• How self-directed is this teacher? How do you know this?

• How likely is it that this teacher will listen to your suggestions?

• What strategies might work best with this teacher?

• How much support and encouragement with this teacher need? How will you provide this support and encouragement?
Ode to a Mentor

De-mented
Un-mented
Imple-mented
Aug-mented
Tor-mented
Frag-mented
Ce-mented
La-mented
Docu-mented
Supple-mented
Fer-mented
And finally,
Complimented