



**ST. JOHNS COUNTY SCHOOLS
MENTORING HANDBOOK
2013 - 2014**

Table of Contents

	Page(s)
St. Johns County Schools Mission and Core Values	3
Leadership Through Character - Character Counts!	4
Why Do We Need A Mentoring Program?	5
Who Benefits?	5
The Mentoring Process	6
Mentor Characteristics	7
Mentor Qualifications	8
Mentor Time Frame	9
Mentor Selection Process	9
Roles and Responsibilities	9
Mentoring Logs	11
Evaluation	11
Appendices	12
A Mentor/Mentee Checklist	13
B New Teacher Mentoring Log	14
C New Teacher Mentoring Log Summary	25
D Professional Educator Competencies (PEC)	26
E Florida Educator Accomplished Practices (FEAPs)	28
F Phases of First Year Teachers	31
G Professional Development for Mentees	35
H Code of Ethics and Principals of Professional Conduct	36

Our Mission

The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Core Values

We believe that...

- Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the well being of individuals and society.
- All individuals have intrinsic value.
- Every individual can contribute to something of worth to society.
- Individuals are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance which, in turn, empowers the individual and strengthens society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.
- A safe and orderly environment is conducive to learning.

Leadership Through Character – Character Counts!

Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right things • Build a good reputation • Be loyal — stand by your family, friends, community and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners • Be considerate of the feelings of others • Don't threaten or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility

Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Caring

Be kind • Be compassionate; show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your part to make your school and community better • Cooperate with others • Get involved in community affairs • Stay informed, vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

Why Do We Need a Mentoring Program?

Mentors can guide a mentee's sense of the possible. The mentor's vision inspires and informs. Sharing stories, modeling behaviors and holding up a mirror empower the mentee. By fostering continuous reflection and assessing learning outcomes, movement is encouraged during and after completion of the relationship. Lois Zachary

The SJCS D Strategic Plan [www.stjohns.k12.fl.us/admin/plan/SP%20Final 2010 Bd%20Approved.pdf](http://www.stjohns.k12.fl.us/admin/plan/SP%20Final%202010%20Bd%20Approved.pdf) includes four strategies designed to ensure that we meet our Strategic Objectives. The first strategy states, "We will improve and institutionalize a process for developing and retaining high quality and enthusiastic personnel who exhibit our Core Values and contribute to our Strategic Objectives and Mission."

SJCS D believes that a structured mentoring program will provide meaningful support and professional development opportunities to all educators new to St. Johns County. This program will facilitate the development of a collaborative and reflective relationship between mentor and mentee and will promote effective feedback to support the growth of new educators. It provides a program which supports the development and retention of high quality and enthusiastic educators.

Who Benefits?

The Mentee . . .

- Is known and supported by a knowledgeable and caring peer
- Gains knowledge about district policies, job responsibilities and school/department culture
- Has emotional support that eases concerns and anxieties
- Engages in professional growth activities that improve knowledge and skills aligned with job responsibilities
- Systematically builds successful practices via actionable feedback
- Supports the district mission through effective practices
- Chooses to remain in St. Johns County and retains initial enthusiasm

The Mentor . . .

- Grows as a leader in his or her school/department
- Becomes a more reflective practitioner
- Is able to transfer essential job knowledge and skills
- Is the recipient of new ideas from a fresh perspective
- Is recognized for contributing to professional growth
- Supports the district mission by ensuring effective practices
- Retains enthusiasm and motivation for his/her job

The Administrator/ Department Leader. . .

- Improves leadership skills through collaboration
- Is supported in efforts to improve employee quality and effectiveness
- Retains the best, brightest, most committed and enthusiastic employees
- Builds a culture of collaboration within the school/department that encourages collegial problem solving
- Is the staff leader in promoting positive professional growth
- Facilitates the identification and resolution of problems and concerns faced by new employees
- Retains enthusiasm and motivation for his/her job

The School District. . .

- Retains high quality employees who understand the mission and culture of the school district
- Assists new employees in growing professionally
- Identifies and assists new employees in resolving problems
- Creates cohesive schools/departments that promote professional growth for all
- Ensures that through the development and support of highly effective employees in all schools and departments, SJCSD will create students who are educated, caring contributors to the world

The Mentoring Process

Mentoring is not a new concept. The word mentor has evolved to mean trusted advisor, friend, teacher and wise person. History offers many examples of helpful mentoring relationships: Socrates and Plato, Hayden and Beethoven, Freud and Jung. Mentoring is a fundamental form of human development where one person invests time, energy and personal know-how in assisting the growth and ability of another person.

History and legend record the deeds of princes and kings, but each of us has a birthright to actualize our potential. Through their deeds and work, mentors help us to move toward that actualization. From Shea, Gordon F. (1997) *Mentoring* (Rev. Ed.). Menlo Park, CA: Crisp Publications

Many employees find success through mentorship over the course of their first few years. For many successful employees, there was a knowledgeable teacher willing to decrease their anxiety level. This someone assisted in problem solving, locating resources and guiding the new employee.

Mentor Characteristics

Adapted from *The Mentoring Year*, by Udelhofen & Larson, Corwin Press, Inc., 2003)

Trustworthy

The mentor must be able to serve as a confidant, anchor and source of support to a new employee. The trust between the mentor and mentee creates an atmosphere in which the partners feel free to ask for help, expose insecurities, take risks and celebrate successes. The mentor is not an evaluator of the mentee but, rather, a collaborative learner. Feedback from the mentor is essential and serves as a vehicle for self-reflection, which is the foundation for growth.

Effective Communicator

Good communication skills are critical for creating an open, honest relationship between learning partners. The mentor must be able to listen, ask the right questions and be open to feedback.

Competent and Responsible

An important role of the mentor is to share and model the traits required of a highly effective and productive employee. These traits include knowledge of and commitment to his/her position, support of the district mission, integrity, professionalism and competence in job skills.

Strong Interpersonal Skills

Mentees need a mentor who will nurture and guide them along the path to becoming a valued and effective employee. To fulfill this role, the mentor needs to be approachable, positive, caring and understanding.

Collaborator

It is important that the mentor be open to sharing ideas and expertise, solving problems and working as a member of a team in the spirit of collegiality to develop a true learning team.

Mentor Qualifications

- Mentors should have completed at least one of the following trainings:
 - Clinical Educator Training (CET)
 - Lead/Associate Training
 - SJCSO Mentor Training

When possible, administrators tasked with partnering mentors and mentees should also attend these professional learning activities.

- A minimum of three years successful employment with SJCSO
- Demonstrated commitment to the district's mission
- Willingness to invest time to develop mentoring skills and participate for the duration of the program
- Experience in the same position or area as the mentee
- Demonstrated proficiency with required job knowledge and skills
- Demonstrated understanding of concepts of the adult as a learner
- Demonstrated ability to utilize appropriate strategies to promote mentee growth
- Ability to listen well
- Excellent interpersonal skills – capacity to engage in reflective dialogue that nurtures the independent ability of a new employee to assess and enhance his/her knowledge and skills
- Enthusiasm for teaching and a positive attitude
- Earned respect of colleagues
- Knowledge of and understanding of policies, guidelines, school, department and district operations
- Commitment to professional growth and collegiality
- Commitment to servant leadership
- Commitment to collaboration
- Demonstrated positive interactions with colleagues, parents and students
- A compatible schedule to facilitate regular meetings of the mentor/mentee

Mentoring Time Frame

Beginning teachers will be provided the support of a mentor for their first two years. During the first two years of service, the employee will participate in the program. Experienced teachers, new to the St. Johns County School District, will be provided the support of a mentor their first year. Second year support will be provided as needed or requested. Contact may be accomplished face-to-face, online, or by phone. Face-to-face sessions are preferable.

- Year one: It is recommended that mentors and mentees meet at least 3-4 times monthly.
- Year two: It is recommended that mentors and mentees communicate monthly.

The mentor and mentee are encouraged to continue their relationship informally as needed after the 2 year program.

Mentors and mentees may earn up to 40 hours of inservice points for mentoring hours logged during the school year.

Mentor Selection Process

School administrators and/or district personnel will assign a qualified mentor for instructional employees new to St. Johns County. The mentor should be school based. If there is not another school based employee in the same position (i.e. guidance counselor), a qualified teacher in a similar position, at another school, may serve as the mentor.

Roles and Responsibilities

Principal/Assistant Principal or Department Director/Supervisor

- Model the District's Mission and Core Values
- Establish a collegial school culture
- Select a mentor for each new employee as soon as they begin their job assignment
- Provide each mentee specific documents (maps, guidelines, policies, school/department personnel information, emergency procedures . . .)
- Participate in mentor training opportunities when possible
- Monitor the mentoring pair and conference at least quarterly
- Observe, provide feedback, and evaluate new employees
- Sign New Teacher Mentoring Log Summary at the end of each school year

Mentor

- Model the District's Mission and Core Values
- Serve as a professional role model
- Serve as an advocate for the mentee
- Serve as a listener and encourager of the mentee – a confidant who does not share confidential information
- Foster a trusting, confidential relationship
- Ensure a strong start to the year
- Meet with the mentee (online, in person, via phone) at least 3-4 times monthly during the first 4 months of employment and at least twice monthly thereafter (conference or observation/visit)
- Review material in the Mentoring Handbook with the mentee
- Assist the mentee with EEE self-assessment and the development of their Deliberate Practice; assist the mentee with locating resources for professional development
- Observe the mentee and provide feedback when possible
- Orient the mentee to district and school/department policies
- Provide resources or links to resources to help the mentee develop needed knowledge and skills
- Participate in professional learning related to effective mentoring
- Maintain continued involvement in personal professional growth
- Document monthly mentoring activities via the New Teacher Mentoring Log
- Submit the New Teacher Mentoring Log Summary to the professional development department to receive inservice credit at the end of the school year

Mentee

- Understand, support and model the District's Mission and Core Values
- Actively participate in the mentor/mentee relationship
- Develop the knowledge, skills and attitudes necessary for optimal job performance
- Ask questions and seek assistance when needed
- Meet with your mentor during regularly scheduled meetings
- Observe/shadow your mentor and discuss new learning
- Allow your mentor to observe you and provide feedback and support
- Develop and implement (with your mentor and supervisor's assistance) a professional growth plan
- Demonstrate enthusiasm for and a commitment to your school/department and your job
- Complete all mentoring documentation required and submit New Teacher Mentoring Log Summary to Professional Development Department at the end of the school year
- Demonstrate knowledge of and adherence to the Code of Ethics and Principals of Professional Conduct (Appendix H).

Mentoring Logs

The mentor and mentee will be responsible for completing the New Teacher Mentoring Logs. These logs will serve as confirmation of contact hours and can be used as evidence for Elements 57 & 58, Collegiality and Professionalism. A New Teacher Mentoring Log Summary should be submitted to Tricia Herring in Professional Development at the end of the school year to document mentoring meetings and earn inservice points. Both mentors and mentees will earn inservice points when completed summary logs are submitted.

The New Teacher Mentoring log can be found in Appendix B and the New Teacher Mentoring Log Summary can be found in Appendix C.

Evaluation

The evaluation of the SJCS D Mentoring Program will employ the use of both quantitative and qualitative data to construct a comprehensive picture of the program. A mentoring committee comprised of mentors, mentees, administrators, and the Director of Staff Development will analyze and evaluate feedback from the past year's mentoring activities.

The committee will:

- Summarize evaluations from monthly professional development
- Identify areas of greatest learning
- Identify areas of greatest need for learning
- Review district needs assessment data for new employees
- Review end-of-year mentoring surveys

The data will inform adjustments which may improve the program for the next school year. A survey will be conducted at the end of each school year to determine the mentoring program. Effectiveness of individual partnerships should be discussed with school/department supervisors. A request for a new partnership may be initiated by either the mentor or mentee.

Appendices

Appendix A

Mentor / Mentee Checklist

<p>School Layout</p> <p>_____ restrooms</p> <p>_____ teachers' work/ lunch area</p> <p>_____ main office / secretaries</p> <p>_____ supply room</p> <p>_____ maintenance office</p> <p>_____ library</p> <p>_____ bus entrance</p> <p>_____ teachers' parking</p> <p>_____ nurse's office</p> <p>_____ guidance office</p> <p>_____ music / art / PE rooms</p> <p>_____ mailbox</p> <p>Building Procedures</p> <p>_____ reporting student attendance / attendance office</p> <p>_____ staff meetings</p> <p>_____ working hours for teachers per contract</p> <p>_____ extra duties (hall, bus, lunch, etc.)</p> <p>_____ clubs and activities</p> <p>_____ field trips (busses/chaperones, etc.)</p> <p>_____ using technology (phones, copiers, etc.)</p> <p>_____ fire drills / safety / crisis management</p> <p>_____ parent/teacher conferences</p> <p>_____ IEP / 504 meetings / ELL Committee Meetings</p> <p>_____ movement of students (exits/lunchtime, etc.)</p> <p>_____ dress codes (students and teachers)</p> <p>_____ reserving rooms / building accessibility</p> <p>_____ process for beginning of the year forms</p> <p>_____ student accidents/emergencies</p> <p>_____ issues specific to the building</p> <p>_____ cafeteria procedures</p> <p>_____ computer lab</p> <p>_____ bell schedule</p> <p>_____ early release days</p> <p>_____ recess procedure</p> <p>_____ student arrival / dismissal procedure</p> <p>Access to Resources and Resource People</p> <p>_____ supply requisitions</p> <p>_____ technology / equipment</p> <p>_____ dean</p> <p>_____ textbook</p> <p>_____ school nurse</p> <p>_____ building technical support person</p> <p>_____ instructional technologies</p> <p>_____ librarian</p> <p>_____ ILC / career specialist</p> <p>_____ guidance counselor</p> <p>_____ building maintenance</p>	<p>Curriculum</p> <p>_____ review of text and materials</p> <p>_____ review of district curriculum (scope & sequence)</p> <p>_____ central office curriculum staff</p> <p>_____ curriculum maps / pacing guide</p> <p>_____ lesson plan procedures/ expectations</p> <p>_____ subject matter "experts" on staff</p> <p>_____ teaching teams</p> <p>_____ classroom syllabus</p> <p>_____ online resources</p> <p>_____ grading procedures / homework / testing policies</p> <p>_____ report cards / interim reports</p> <p>_____ opening day schedule (plans and procedures)</p> <p>_____ first week of planning</p> <p>_____ substitute plans folder</p> <p>_____ assessment dates (DFA, EOC, FCAT, etc.)</p> <p>_____ RtI/MTSS</p> <p>Organization of Classroom</p> <p>_____ review class list</p> <p>_____ options for room arrangement / seating charts</p> <p>_____ student traffic patterns</p> <p>_____ storage and access of classroom materials</p> <p>_____ student access to classroom materials</p> <p>_____ displaying fire drill procedures</p> <p>_____ displaying classroom policies / procedures</p> <p>_____ math centers, reading centers, etc.</p> <p>Computer Programs / Websites</p> <p>_____ eSchool Plus / Performance Plus</p> <p>_____ email</p> <p>_____ SunGard / Inside St. Johns</p> <p>_____ creating a big web ticket</p> <p>Discipline Protocol</p> <p>_____ establishing expectations for classroom behavior</p> <p>_____ dealing with interruptions</p> <p>_____ behavior expectations of students outside class</p> <p>_____ formal discipline procedures</p> <p>_____ referral process for inappropriate behavior</p> <p>Personal and Professional Procedures</p> <p>_____ review of mentoring handbook</p> <p>_____ hurricane days / call list</p> <p>_____ procedure for calling in sick</p> <p>_____ personal and professional days</p> <p>_____ professional development opportunities</p> <p>_____ confidentiality of student information</p> <p>_____ confidentiality of collegial issues</p> <p>_____ evaluation process (EEE)</p>
--	---

Appendix B

New Teacher Mentoring Log August

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

Review Staff Handbook Review Mentoring Manual Complete Mentor / Mentee Checklist First Day of School Subs School Culture Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
---	--

New Teacher Mentoring Log September

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

District Formative Assessments Interims Open House Parent Teacher Conferences Staff / PLC / Grade Level Meetings Professional Development Progress Monitoring Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
---	--

New Teacher Mentoring Log October

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

School Policy on Holiday Celebrations Picture Day / Fund Raisers Report Cards Teacher Observations Teacher Evaluations Other:	The Impact of Holidays on Learning End of Quarter Exams Grade Recovery	Areas Discussed Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
--	--	--

New Teacher Mentoring Log November

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

Semester Exam Parent-Teacher Conferences FCAT Planning Interims Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
--	--

New Teacher Mentoring Log December

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

Semester Exams Report Cards Preparing for Winter Break Start Preparing for Second Semester Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
---	--

New Teacher Mentoring Log January

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

Reflection of First Semester Grade Recovery / Failing Students Standards Review Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
---	--

New Teacher Mentoring Log February

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

FCAT Writes Interims Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
-----------------------------------	--

New Teacher Mentoring Log March

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

Report Cards Grade Recovery Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
--	--

New Teacher Mentoring Log April

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

Interims Time Change Standardized Testing End of Quarter Exams Preparing for Spring Break Preparing for the End of The Year Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
--	--

New Teacher Mentoring Log May

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

Retaining Students End of the Year Activities End of Course Issues End of Course Exams Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
---	--

New Teacher Mentoring Log June

Focus of Discussion / Observations

Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Date: Begin Time: End Time: PEC / EEE:	
Reflection / Follow Up	

Discussion Points

End of Year Procedures End of Year Activities Report Cards Reflection of the year Preparing for next year Other:	Areas Discussed <i>Circle/highlight all that apply</i> Classroom Management Parent Communication Marzano/EEE CCSS/NGSSS Content/Materials Other:
--	--

Appendix C
New Teacher Mentoring Log Summary
2013-2014

Teacher's Name _____

Employee ID Number _____

School _____

I am a: Mentor Mentee

Hours Completed _____

Teacher's Signature _____

Principal's Signature _____

- Submit this form to Tricia Herring in Professional Development to earn inservice hours. Mentors and mentees may earn up to 40 hours per school year.

Appendix D

Florida Professional Educator Competencies

1. Instructional Design and Lesson Planning

Applying concepts from human development and learning theories, the effective educator consistently:

- A. Aligns instruction with state adopted standards at the appropriate level of rigor.
- B. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- C. Designs instruction for students to achieve mastery.
- D. Selects appropriate formative assessments to monitor learning.
- E. Uses a variety of data to evaluate learning outcomes, adjust planning, and improve the effectiveness of the lessons.
- F. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- A. Organizes, allocates, and manages the resources of time, space, and attention.
- B. Manages individual and class behaviors through a well-planned management system.
- C. Conveys high expectations to all students.
- D. Respects students' cultural, linguistic and family background.
- E. Models clear, acceptable oral and written communication skills.
- F. Maintains a climate of openness, inquiry, fairness and support.
- G. Integrates current information and communication technologies.
- H. Adapts the learning environment to accommodate the differing needs and diversity of students.
- I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication.

3. Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- A. Deliver engaging and challenging lessons.
- B. Deepen and enrich student's understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
- C. Identify gaps in students' subject matter knowledge.
- D. Modify instruction to respond to preconceptions or misconceptions.
- E. Relate and integrate the subject matter with other disciplines and life experiences.

- F.** Employ higher-order questioning techniques.
- G.** Apply varied instructional strategies and resources including technology.
- H.** Differentiate instruction based on assessment of student learning needs and recognition of individual differences in students.
- I.** Support, encourage, and provide immediate and specific feedback to students to promote student achievement.
- J.** Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment

The effective educator consistently:

- A.** Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.
- B.** Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
- C.** Uses a variety of assessment tools to monitor student progress, achievement and learning gains.
- D.** Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
- E.** Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver.
- F.** Applies technology to organize and integrate assessment information

5. Continuous Professional Improvement

The effective educator consistently:

- A.** Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.
- B.** Examines and uses data-informed research to improve instruction and student achievement.
- C.** Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.
- D.** Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.
- E.** Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct

The effective educator consistently:

- A.** Understands that educators are held to a high moral standard in a community.
- B.** Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida.
- C.** Is responsible, dependable and punctual.
- D.** Follows school and district policy.

Appendix E

Florida Educator Accomplished Practices (FEAPs)

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices.

Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses diagnostic student data to plan lessons; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. 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;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding 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 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

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 2-13-11.

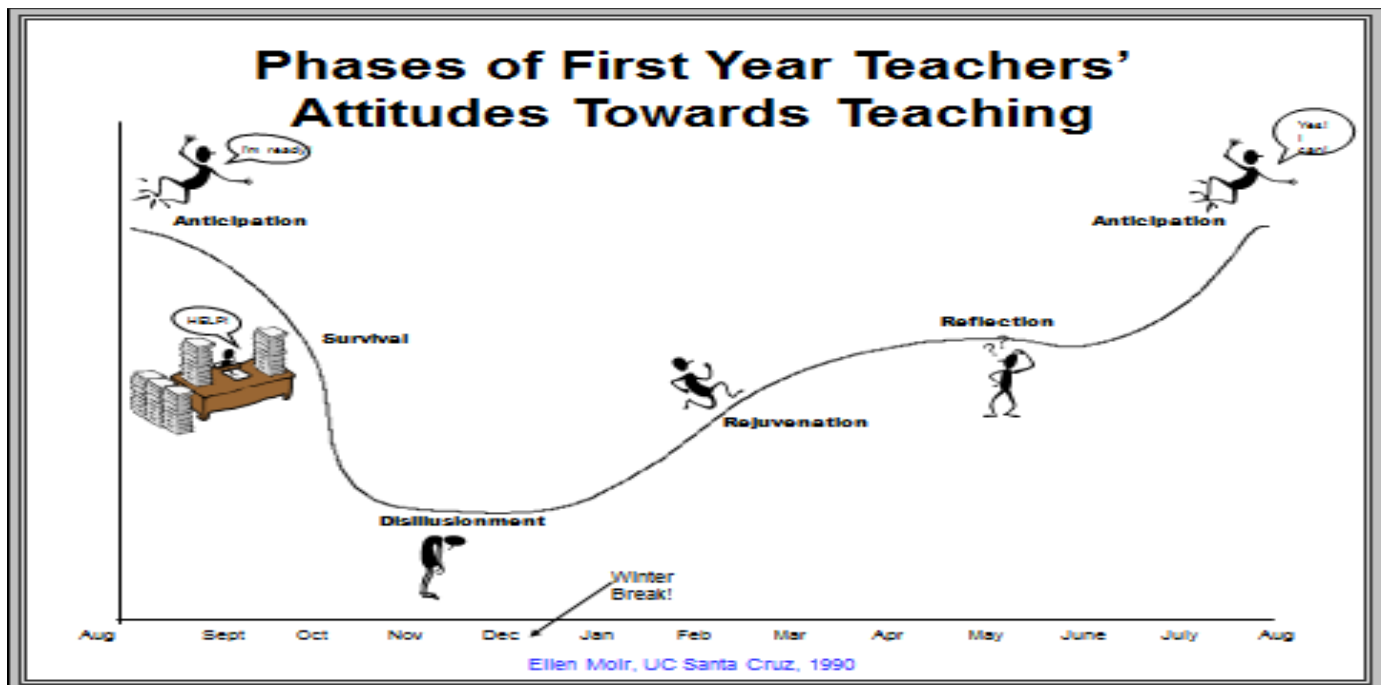
<http://www.fldoe.org/profdev/FEAPs/>

Appendix F

Phases of First Year Teachers

<http://newteachercenter.org/blog/phases-first-year-teaching>

First-year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection; then back to anticipation. Here's a look at the stages through which new teachers move during that crucial first year. New teacher quotations are taken from journal entries and end-of-the-year program evaluations.



Anticipation Phase

- Excited but anxious
- Ready to conquer the world of teaching

The anticipation phase begins during the student teaching portion of preparation. The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching position. They tend to romanticize the role of the teacher and the position. New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. "I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person

completely in charge." This feeling of excitement carries new teachers through the first few weeks of school.

Survival Phase

- Can I really do this?
- Making it from one day or one activity to the next
- Frustration
- I feel like giving up . . .

The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite teacher preparation programs, new teachers are caught off guard by the realities of teaching. "I thought I'd be busy, something like student teaching, but this is crazy. I'm feeling like I'm constantly running. It's hard to focus on other aspects of my life."

During the survival phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to seventy hours a week on schoolwork.

Particularly overwhelming is the constant need to write lesson plans. Veteran teachers routinely reuse excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time. Even depending on unfamiliar prepared curriculum such as textbooks is enormously time consuming.

"I thought there would be more time to get everything done. It's like working three jobs: 7:30-2:30, 2:30-6:00, with more time spent in the evening and on weekends." Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.

Disillusionment Phase

- Maybe I shouldn't have become a teacher . . .
- I can't seem to do anything right . . .

After six to eight weeks of nonstop work and stress, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence. Many new teachers get sick during this phase.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these important milestones places an already vulnerable individual in a very stressful situation.

Back-to-school night means giving a speech to parents about plans for the year that are most likely still unclear in the new teacher's mind. Some parents are uneasy when they realize the teacher is just beginning and many times pose questions or make demands that intimidate a new teacher.

Parent conferences require new teachers to be highly organized, articulate, tactful and prepared to confer with parents about each student's progress. This type of communication with parents can be awkward and difficult for a beginning teacher. New teachers generally begin with the idea that parents are partners in the learning process and are not prepared for parents' concerns or criticisms. These criticisms hit new teachers at a time of waning self-esteem.

This is also the first time that new teachers are formally evaluated by their principal. They are, for the most part, uncertain about the process itself and anxious about their own competence and ability to perform. Developing and presenting a "showpiece" lesson is time-consuming and stressful.

During the disillusionment phase classroom management is a major source of distress. "I thought I'd be focusing more on curriculum and less on classroom management and discipline. I'm stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open."

At this point, the accumulated stress of the first-year teacher, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new teacher.

Rejuvenation Phase

- Beginning to see the light at the end of the tunnel
- Self-confidence is rising

The rejuvenation phase is characterized by a slow rise in the new teacher's attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through

materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

They seem ready to put past problems behind them. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers. Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year. Many feel a great sense of relief that they have made it through the first half of the year. During this phase, new teachers focus on curriculum development, long-term planning and teaching strategies.

"I'm really excited about my story writing center, although the organization of it has at times been haphazard. Story writing has definitely revived my journals." The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on the tests, questioning once again their own effectiveness as teachers. "I'm fearful of these big tests. Can you be fired if your kids do poorly? I don't know enough about them to know what I haven't taught, and I'm sure it's a lot."

Reflection Phase

- I made it!!!
- Looking back on the year's successes and challenges
- Planning ahead for the next year
- Sense of pride/satisfaction

The reflection phase beginning in May is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation. "I think that for next year I'd like to start the letter puppets earlier in the year to introduce the kids to more letters."

It is critical that we assist new teachers and ease the transitions from one phase to the next. Recognizing the phases gives us a framework within which we can begin to support new teachers and make the first year of teaching a more positive experience for our new colleagues.

Appendix G

Professional Development Workshops for Mentees

September	Classroom Management
October	Addressing Content: CCSS / NGSS / Learning Goals
November	Using Formative Assessment Data to Guide Instruction
January	Differentiated Instruction / Multi-Tiered System of Support
February	Professionalism: Promoting Positive Interactions with Parents, Students, and Colleagues
March	Student Engagement
May	Reflecting on Teaching

Appendix H

Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida http://www.fldoe.org/edstandards/code_of_ethics.asp

6A-10.080 Code of Ethics of the Education Profession in Florida.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Rulemaking Authority 1001.02, 1012.51, 1012.53 FS. Law Implemented 1012.32, 1012.34, 1012.51, 1012.53, 1012.795, 1012.796 FS. History-New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01, 6B-1.001.

6A-10.081 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.

- i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:
 - a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e. Shall not make malicious or intentionally false statements about a colleague.
 - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - g. Shall not misrepresent one's own professional qualifications.
 - h. Shall not submit fraudulent information on any document in connection with professional activities.
 - i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
 - l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 - m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal

offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

- n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- p. Shall comply with the conditions of an order of the Education Practices Commission.
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.