ST. JOHNS COUNTY SCHOOLS

NEW TEACHER INDUCTION
&
MENTORING HANDBOOK

2018 - 2019

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Introduction

The New Teacher Induction Mentoring Handbook for 2018-2019 is the result of the collaboration of 64 Teacher Leaders in SJCSD who came together to learn, share ideas and make a plan for consistently inducting and mentoring new teachers into the SJCSD. These teacher leaders represented each of the schools in SJCSD. They shared best practices from their schools with regard to mentoring and assisting new teachers with induction into the schools and system. They identified necessary components of an effective induction program including strategies to assist the mentor teacher.

The Planning Calendar will provide a guide for topics, which should be covered each month with the New Teacher. Several schools have New Teacher Induction Teams that work with the mentor and new teacher to assure topics related to training, relationship building, acclimation to the culture and sustainability/retention are included. The Program Specialists have already begun their work with the New Teachers on the content standards, resources and instructional strategies. Ms. Melinda Bogart has introduced them to the Marzano Evaluation (EEE) model. As in any new position, the New Teacher has a plethora of information, excitement and anxiety regarding the first days and year of school.

In interviews conducted at the end of school year 2016-17 with new teachers, the comment which continued to resonate was how important it was for them to know the administrators at their schools. They appreciated the time that was spent with them outside of the evaluation process and faculty meetings as that made them feel valued. They also respected the time to observe other teachers instruction and the opportunity to deliver a lesson under the expert eye of a coach with time to discuss the lesson and get feedback. These things do not happen without intentional purpose and design.

As you review and use this handbook, you will note we have included sections from the previous SJCSD Mentoring Handbook. Mrs. Kelly Jacobson contributed some items from her Phase II project. Whatever your role as Administrator, Mentor or New Teacher, we invite you to share your comments so the handbook will remain up-to-date and relevant. The Teacher Leaders at your school are confident and excited to serve the New Teachers at your school. The Teacher Leader Academy will meet throughout the year to discuss progress and revise the program.

Mentoring New Staff
Year – At – A – Glance
2018-2019

The teacher leaders in the Teacher Leadership Academy recognized four main categories essential for the induction and mentoring of new teachers. The following activities are examples in each of the four categories. The calendar of the year provides a road map for monthly topics.

I. Induction/Acclimation:

- During pre-planning, host a new faculty workshop
- Distribute a welcome packet/Mentee Handbook containing: school vision, mission, way of work, acronym list, technology descriptions and login information, school map and walk-through/tour, who does what and where are they located
- Bring in people with major roles in the school for introductions including the administrative team, counselors, deans, technology coordinator, media specialist, maintenance person, ILC, testing coordinator, registrar, bookkeeper, etc.
- School Culture – First day plan/expectations
- Mentor/mentee pairing

II. Training throughout the year:

- Gather names of potential mentors and pair with mentees
- Establish a Mentor Planning Committee (MPC) who will deploy the goals of the program, stick to the calendar and provide formalized training for all throughout the year; include the ILC in the MPC
- Determine the most efficient and effective method for assigning the mentors

- Assure the mentee and the mentor exchange contact information
- Training for all of the mentors at the beginning of the school year, check-in periodically this may be assigned to the teacher leaders
- Distribute the monthly calendar, review the handbook, remind them of in-service points available with the completion of the log

III. Inviting/Relationship Building:

- New teachers need to get to know the administrative team throughout the year
- During pre-planning provide time for the mentor and mentee to work together
- Provide goodies/school insignia treats for the new hires
- Survey new hires: What do they need?
- Socials throughout the year or end of the semester
- Encourage with affirming messages or notes

IV. Sustainability/Retention:

- Provide time and encouragement for daily, weekly, monthly meetings between Mentor/Mentee. Use the monthly activity calendar as a guide
- Quarterly surveys for mentors/mentees to get feedback to improve sessions and address needs
- Observations to help with professional growth not evaluation: Q1, week 5 – mentor observe mentee, Q1, week 8 – mentor and mentee observe a teacher together and debrief, Q2, week 4 – mentor observe mentee, Q2, week 8 – mentor/mentee visit another teacher together and debrief, Q3 – mentee determine growth needs, discuss with ILC, admin and mentor.

Planning Calendar

MONTH	TOPICS	TOPICS/NOTES
August	• Review Mentoring Manual • Review Staff/School Handbook • Technology (TSS) • eSchool • Professional Development • Teacher Web Pages • Substitutes • Parent Communication • Classroom Management • OPEN DISCUSSION • Needs Survey	Welcome Activity Administration Induction Plan Tour School
September	• Parent Conferences • Progress Monitoring-iReady • Progress Reports • DD/EEE Evaluation Rubric • School Discipline Procedures • School Calendar • OPEN DISCUSSION	Pacing Guides Work with Program Specialists Testing Coordinator Overview Year at a Glance Review 5 Stages of First Year
October	• Report Cards • Teacher Observations (Peers) • Teacher Evaluations (EEE) • iObservation • OPEN DISCUSSION • Survey needs	eSchool Plus Report Cards
November	• Exams • Grade Recovery • Testing Planning • OPEN DISCUSSION • Survey needs • Interviews	
December	• Second Semester • Review First Semester • eSchool grades • OPEN DISCUSSION	
January	• Report Cards • Parent Communication • OPEN DISCUSSION	EEE, FSA, EOC Testing Coordinator Pacing Guides Survey - midyear
February	• FSA • OPEN DISCUSSION • EEE	Technology
March	• FSA • OPEN DISCUSSION • EEE	
April	• Grade/Course Recovery • OPEN DISCUSSION • EEE Technology	
May	• End of the Year: Looking Ahead • EOY Exams • Grade/Course Recovery • OPEN DISCUSSION • Survey revisit	
June	• End of the Year • OPEN DISCUSSION	

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.

Our Vision

All students will choose a learning path that leads to a well-rounded graduate who demonstrates good character and leadership.

Core Values

We believe that...
- Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the wellbeing 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.

2016-2021 Strategic Plan Goals

Goal A: College and Career Readiness Student Success Goal for 2021:
All students will graduate with a skill set prepared for college or a career.

Goal B: Flexible Learning and Success Goal 2021:

All students will have the choice and flexibility to customize their learning path.

Goal C: Well-Rounded Student Success Goal 2021:
All students will have the opportunity to demonstrate leadership and character, strengthen their life skills and participate in service to the community.

Goal D: Growth Management Success Goal 2021:
St. Johns County School District will proactively manage systemic growth.

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

What is 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

SJCSD 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 teacher 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 profession

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 profession

SJCSD. . .

- 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
        - SJCSD Mentor Training

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

- A minimum of three years identified effective employment with SJCSD
- Demonstrated commitment to the District's Mission, Vision, Core Beliefs, and Character Counts!
- 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

New 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

- ➢ Model the District's Mission, Vision, Core Values, and Character Counts!
- ➢ Promote 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, Vision, Core Values and Character Counts!
- 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, Vision, Core Values and Character Counts!
- 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 Deliberate Practice 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 G).

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. A New Teacher Mentoring Log Summary should be submitted to Donna Martin 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 K and the New Teacher Mentoring Log Summary can be found in Appendix L.

Evaluation

The evaluation of the SJCSD 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 Leadership 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 revisions which intend to 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/Leadership Team. A request for a new partnership may be initiated by either the mentor or mentee.

Top Ten Needs of New Teachers

1. Classroom Management
2. Student Relationships
3. Meeting Diverse Student Needs
4. Content Competence
5. Knowledge of FL Standards
6. Organizing for Instruction
7. Resources
8. Lessons/Units
9. Parent Relationship
10. Use of Assessments

Appendices

Appendix A
Mentor / Mentee Checklist

School Layout
_____ restrooms
_____ teachers' work/ lunch area
_____ main office / secretaries
_____ supply room
_____ maintenance office
_____ library
_____ bus entrance
_____ teachers' parking
_____ nurse's office
_____ guidance office
_____ music / art / PE rooms
_____ mailbox
_____ school map

Building Procedures
_____ reporting student attendance / attendance office
_____ staff meetings
_____ working hours for teachers per contract
_____ extra duties (hall, bus, lunch, etc.)
_____ clubs and activities
_____ field trips (busses/chaperones, etc.)
_____ using technology (phones, copiers, etc.)
_____ fire drills / safety / crisis management
_____ parent/teacher conferences
_____ IEP / 504 meetings / ELL Committee Meetings
_____ movement of students (exits/lunchtime, etc.) dress
_____ codes (students and teachers)
_____ reserving rooms / building accessibility
_____ process for beginning of the year forms
_____ student accidents/emergencies
_____ issues specific to the building
_____ cafeteria procedures
_____ computer lab
_____ bell schedule
_____ early release days
_____ recess procedure
_____ student arrival / dismissal procedure
_____ school safety plan

Access to Resources and Resource People
_____ supply requisitions
_____ technology / equipment
_____ dean
_____ textbook
_____ school nurse
_____ building technical support person
_____ instructional technologies
_____ librarian
_____ ILC / career specialist
_____ guidance counselor
_____ building maintenance

Curriculum
_____ review of text and materials
_____ review of district curriculum (scope & sequence)
_____ central office curriculum staff
_____ curriculum maps / pacing guide
_____ lesson plan procedures/ expectations
_____ subject matter "experts" on staff
_____ teaching teams
_____ classroom syllabus
_____ online resources
_____ grading procedures / homework / testing policies
_____ report cards / interim reports
_____ opening day schedule (plans and procedures)
_____ first week of planning
_____ substitute plans folder
_____ assessment dates (DDA, EOC, FSA, etc.)
_____ RtI/MTSS

Organization of Classroom
_____ review class list
_____ options for room arrangement / seating charts
_____ student traffic patterns
_____ storage and access of classroom materials
_____ student access to classroom materials
_____ displaying fire drill procedures
_____ displaying classroom policies / procedures
_____ math centers, reading centers, etc.
_____ class rules

Computer Programs / Websites
_____ eSchool Plus / Performance Plus
_____ email
_____ SunGard / Inside St. Johns
_____ creating a big web ticket
_____ Schoology/iReady

Discipline Protocol
_____ establishing expectations for classroom behavior
_____ dealing with interruptions
_____ behavior expectations of students outside class
_____ formal discipline procedures
_____ referral process for inappropriate behavior

Personal and Professional Procedures
_____ review of mentoring handbook
_____ hurricane days / call list
_____ procedure for calling in sick
_____ personal and professional days
_____ professional development opportunities
_____ confidentiality of student information
_____ confidentiality of collegial issues
_____ evaluation process (EEE)

Appendix B

Acronym List	
504	Section 504 of the Rehabilitation Act of 1973
A	
AAC	Augmentative and Alternative Communication
AAMR	American Association on Mental Retardation
AAUAP	American Association of University Affiliated Programs for Persons with Developmental Disabilities
ABA	Applied Behavioral Analysis
ABI	Acquired Brain Injury
ACCESS	Project ACCESS
ACRES	American Council on Rural Special Education
ACTE	Association for Career and Technical Education
ADA	Americans with Disabilities Act
Adaptive Development /Self-Help	Skills such as feeding and dressing that children develop which allow them to take care of themselves and become independent.
ADD	Attention Deficit Disorder
ADDA	Attention Deficit Disorder Association
ADHD	Attention Deficit Hyperactivity Disorder
AD-IN	Attention Deficit Information Network
AER	Association for Education and Rehabilitation of the Blind and Visually Impaired
Advocate	Someone who takes action to help someone else
AFB	American Foundation for the Blind
AG	Attorney General, as in "The AG's Office"
AGLE	Alternate Grade Level Expectations
AHEAD	Association on Higher Education and Disability
AIDES	Classroom Assistants
Annual Review	Annual assessment of the goals and objectives of an Individualized Family Service Plan (IFSP) at which time appropriate revisions are made based on the child's progress and developmental/educational needs.
AOTA	American Occupational Therapy Association
APH	American Printing House for the Blind
API	Alternate Performance Indicators
APR	Annual Performance Report
ARC	Association for Retarded Citizens
ASA	Autism Society of America
ASCD	Association for Supervision and Curriculum Development
ASDC	American Society for Deaf Children
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
Assessment	Ongoing process used by appropriate, qualified personnel to determine the child's unique needs and capabilities throughout the period of eligibility for early intervention services.
Assistive Technology	Design and training for use of equipment and devices to help a child overcome or adapt to special needs (e.g., communication devices, walkers, special spoons or bowls).
ASTD	American Society for Training and Development
ATE	Association of Teacher Educators
Atypical Development	Unusual development of behavior or emotional skills, such as unusual ways of interacting with toys or people, not being able to pay attention or becoming easily frustrated.
AU	Autism
AUCD	Association of University Centers on Disabilities
Audiology Services	Services related to a person's ability to hear; such services provided by an audiologist may include a hearing evaluation as well as special equipment (e.g., hearing aid).
AYP	Adequate Yearly Progress

B		
BD	Behavior Disorder
BIP	Behavior Intervention Plan
BSHCN	Bureau of Special Health Care Needs (DOH)
BSS	Blind Skills Specialist

C		
CAP	Corrective Action Plan
CASE	Council of Administrators of Special Education
CASSP	Child and Adolescent Service System Project
CBA	Curriculum Based Assessment
CBM	Curriculum Based Measurement
CC	Closed Captioned
CC/DP	Child Complaint/Due Process
CCBD	Council for Children with Behavior Disorders (CEC Division)
CEC	Council for Exceptional Children
CEC-MR/DD	Division on Mental Retardation & Developmental Disabilities (CEC Division)
CEDS	Council for Educational Diagnostic Services (CEC Division)
CEF	Committee for Education Funding
CEU	Continuing Education Unit
CEW	Center on Education and Work
CFO	Central Finance Office
CFR	Code of Federal Regulations
CHADD	Children and Adults with Attention-Deficit/Hyperactivity Disorder
Child Complaint	Process used to investigate allegations that school districts have failed to comply with provisions of federal law with respect to an individual child.
Child Count	Unduplicated count of students receiving special education services; includes students served by the district in their local programs and those students through contractual agreement with another school district or approved private agency (due in December).
CHIP	Children's Health Insurance Program
CID	Central Institute for the Deaf
CIMP	Continuous Improvement Monitoring Plan
CISE	Center for Innovations in Education (formerly Center for Innovations in Special Education)
CLD	Council for Learning Disabilities
CMS	Centers for Medicare and Medicaid Services (formerly HCFA, Health Care Financing Administration)
COE	College of Education
Cognitive Development	Thinking and learning skills a child needs to understand and respond to other people, explore and understand the environment, and use objects in a meaningful way.
Communication Development	Skills that children develop that children develop that allow them to tell others what they think, feel, want, or need; signs and gestures (e.g., looking, pointing) and speaking are means of communication.
Comparable Services	Assurance that services provided directly by DESE to students with disabilities are comparable to services provided by local school districts.
Concerns	Areas that family members identify as needs, issues, or problems they want to address as part of the IFSP.
Confidentiality	A right to limit those who may be allowed to see information and records about a child or family.
Consent	Signature of parent/guardian indicating agreement with and approval for initial evaluation and initial placement; always voluntary and may be revoked at any time; one can always choose not to agree to some services and to agree to others; informed consent means that a person has been given all the information needed to make a decision.
COTA	Certified Occupational Therapy Assistant
Counseling	Advice, help or support given by a qualified person (usually someone specially trained to do this).
CP	Cerebral Palsy
CQA	Continuous Quality Assurance
CQI	Continuous Quality Improvement
CREDE	Center for Research on Education, Diversity, and Excellence
CSIP	Comprehensive School Improvement Plan/Program

	CSPD	Comprehensive System of Personnel Development
	CTE	Career and Technical Education
	CWC	Class Within a Class

D

	D/B	Deaf/Blind
	DCCD	Division for Children's Communication Development (CEC Division)
	DCDT	Division on Career Development and Transition (CEC Division)
	DD	Developmental disability; developmental delay
	DDD	Division of Developmental Disabilities (CEC Division)
	DDAI	Davis Dyslexia Association International
	DDEL	Division of Culturally and Linguistically Diverse Exceptional Learners (CEC Division)
	Deaf/Blind	Disability in which visual and hearing impairment occur concomitantly.
	DEC	Division for Early Childhood (CEC Division)
	DESE	Department of Elementary and Secondary Education
	Developmental Delay	When a child's growth or skill development is not that of most other children the same age.
	DFS	Division of Family Services
	DHSS	Department of Health and Senior Services
	Diagnostic Summary	Written synthesis of information regarding all areas of functioning, as derived from the evaluation and diagnostic staffing conference.
	DI	Differentiated Instruction
	Disability	Impairment associated with a person's limitations in everyday activities.
	DISES	Division of International Special Education and Services (CEC Division)
	DLD	Division for Learning Disabilities (CEC Division)
	DMH	Department of Mental Health
	DMR/DD	Division of Mental Retardation/Developmental Disabilities
	DOC	Department of Corrections
	DOE	Department of Education
	DOH	Department of Health
	DP	Due Process
	DPHD	Division for Physical and Health Disabilities (CEC Division)
	DSE	Division of Special Education
	DSM-IV	Diagnostic & Statistical Manual of Mental Disorders, 4th Ed.
	DSS	Department of Social Services
	DTT	Discrete Trial Training
	DVI	Division on Visual Impairment (CEC Division)
	DYS	Division of Youth Services

E

	E&A	Evaluation and Assessment
	EC	Early Childhood
	ECSE	Early Childhood Special Education
	ED	Emotional Disturbance; Emotional Disorder
	EDGAR	Educational Department General Administrative Regulation (Federal)
	Educational Surrogate	Persons appointed to act for the parent/guardian of a child with disabilities when the parents are unavailable, unknown, or when the child has been committed to the custody of a public agency or institution.
	EEPCD	Early Education Program for Children with Disabilities (Funded by OSEP)
	EI	Early Intervention
	EIS (First Steps)	Early Intervention Services
	EIS (K-12)	Early Intervening Services
	Eligibility Criteria	Standards used to classify a child's disabling condition; criteria are specified for each
	ELL	English Language Learners
	Emotional Development	Skills children develop that allow them to interact with others (e.g., playing, responding to adults and other children) and to express their emotions (e.g., anger, happiness, joy).
	EPA	Exceptional Pupil Aid (Categorical aid) or Eligible Pupil Aid (Basic Foundation state aid)

ERIC	Education Resources Information Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
ESY	Extended School Year
ETC	Equipment Technology Consortium
Evaluation	Implementation of the assessment procedures as specified in the individual evaluation plan and notice for evaluation; determination of a child's current level of functioning.
EYS	Extended School Year

F

Family Therapist	Specialist trained to provide psychological counseling to families to resolve conflicts or problems they are encountering.
Family Training	Includes services provided, as appropriate, by qualified personnel to assist the family of an eligible child in understanding the special needs of the child and enhancing the child's development.
FAPE	Free Appropriate Public Education
FAQ	Frequently Asked Questions
FAS	Fetal Alcohol Syndrome
FCT	Functional Communication Training
FDLRS	Florida Diagnostic & Learning Resources System
FERPA	Family Education Rights and Privacy Act (Buckley Amendment)
FFCMH	Federation of Families for Children's Mental Health
FICC	Federal Interagency Coordinating Council
Fine Motor Development	Skills children develop that rely on their small muscles (e.g., holding materials, turning knobs, snapping buttons).
FM	Focus Monitoring
FS	First Steps - Program for birth to 3 years old
FTE	Full Time Equivalent
FY	Fiscal Year

G

GALLAUDET	University for Deaf/HOH Students, Washington University
GED	General Equivalency Diploma
Gross Motor Development	Skills children develop that relay on their large muscles (e.g., crawling, sitting, walking).
GS	General Supervision

H

HCEEP	Handicapped Children's Early Education Program (U. S. Department of Education)
HCFA	Health Care Financing Administration
HCY	Healthy Children and Youth Program
Health Services	Service related to the medical field that helps a child benefit from the other early intervention services he/she is receiving.
HEATH	Health Resource Center
HI	Hearing Impaired
HOH	Hard of Hearing

I

IAP	Individual Accommodation Plan (usually associated with 504)
I-CAP	Individual Corrective Action Plan
IDA	International Dyslexia Association
IEE	Independent Educational Evaluation
IEP	Individualized Education Plan (Part B requirement for special education services)
IFB	Invitation for Bid
IFSP	Individualized Family Service Plan (individualized plan required as part of First Steps)
IHE	Institute of Higher Education
IHP	Individualized Habilitation Plan (individualized plan required for DMR/DD services)

HIS	International Hearing Society
IIP	Individualized Instructional Program; Individualized Implementation Program/Plan
IMACS	Improvement Monitoring, Applications and Compliance System
IP	Improvement Plan
IPE	Individual Plan for Employment
IPP	Individualized Program Plan
ISC	Independent Service Coordinator
ISS	In-school Suspension
IVEP	Individualized Vocational Education Plan
IWE	Institute for Workforce Education

J

JAN	Job Accommodation Network
JTPA	Job Training Partnership Act

K

L

LA	Language Disability
LASE	Local Administrators of Special Education
LD	Learning Disabilities
LDA	Learning Disabilities Association of America
LEA	Local Education Agency (local school district)
LEP	Limited English Proficiency
LI	Language Implementation
LICC	Local Interagency Coordinating Council
LRE	Least Restrictive Environment

M

McREL	Mid-Continent Research for Education and Learning
MD	Multiple Disabilities
MDT	Multidisciplinary Team
MH	Mental Handicap; Mentally Handicapped
MI	Mental Illness
MGO	Measurable Goals and Objectives
Monitoring	On-site verification of the district's compliance with PL 94-42, conducted by the Department of Elementary and Secondary Education (DESE).
MR	Mental Retardation
MR/DD	Mental Retardation/Developmental Disability

N

NABE	National Association for Bilingual Education
NAD	National Association for the Deaf
NAEYC	National Association for the Education of Young Children
NAME	National Association of Multicultural Education
NARIC	National Rehabilitation Information Center
NASBE	National Association of State Boards of Education
NASDSE	National Association of State Directors of Special Education
NASW	National Association of Social Workers
Natural Environment	Community setting typical for same-age peers without disabilities; may include, but are not limited to, the child's home, playgroup, and childcare facilities; see "Least Restrictive Environment".
NAVH	National Association for Visually Handicapped
NBP	National Braille Press
NBPTS	National Board for Professional Teaching Standards
NCCIP	National Center for Clinical Infant Programs / 0-3 years old
NCELA	National Clearinghouse for English Language Acquisition & Language

Appendix B

NCEMCH	National Center for Education in Maternal and Child Health
NCEO	National Center on Educational Outcomes
NCITE	National Center to Improve the Tools for Educators
NCLB	No Child Left Behind
NCLD	National Center for Learning Disabilities
NCLE	National Clearinghouse for ESL Literacy Education
NCSET	National Center on Secondary Education and Transition
NCRRC	North Central Regional Resource Center
NCYD	National Center for Youth with Disabilities
NDSC	National Down Syndrome Congress
NDSS	National Down Syndrome Society
NE	Natural Environment
NEA	National Education Association
NEC*TAS	National Early Childhood Technical Assistance System
NEFEC	North East Florida Educational Consortium
NESS	National Easter Seal Society
NFB	National Federation of the Blind
NHIF	National Head Injury Foundation
NICHCY	National Information Center for Children and Youth with Disabilities
NICU	Neonatal Intensive Care Unit
NIDCD	National Institute on Deafness and Other Communication Disorders
NIDRR	National Institute on Disability and Rehabilitation Research
NORD	National Organization for Rare Disorders
Notice/Consent	Written notification provided to parents/guardians regarding a district's intent to evaluate, place, or change placement, and the parental/guardian consent for such action.
NPA	No Provider Available
NSDC	National Staff Development Council
NTAC	National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind
NTID	National Technical Institute for the Deaf
NTN	National Transition Network
Nursing Services	Services that must meet the developmental needs of the child and may not be solely medical in nature.
Nutritional Services	Services that address a child's need for an adequate diet of food and drink that promotes good growth and development provided by a registered dietitian.

O

O & M	Orientation & Mobility
OA	Office of Administration (usually state)
Occupational Therapy	Services provided by a qualified occupational therapist that helps children develop fine motor skills; can be provided in a variety of settings and ways.
OCR	Office of Civil Rights (U. S. Department of Education)
OERI	Office of Educational Research and Improvement (U. S. Department of Education)
OHI	Other Health Impairment
OI	Orthopedic Impairment
On- site Verification	Written evidence of the school district's compliance with regulations.
OSEDA	Office of Social and Economic Data Analysis
OSEP	Office of Special Education Programs (U. S. Department of Education)
OSERS	Office of Special Education and Rehabilitative Services (Federal)
OSS	Out-of-School Suspension
OT	Occupational Therapy; Occupational Therapist
Outcome	Statement of the changes that family members want to see for their child or themselves.

P

P.L. 102-119	Federal Public Law; in 1991, it amended P.L. 99-457

P.L. 94-142	Federal Public Law passed in 1976, mandated free and appropriate education for children ages 5 to 21 who are eligible for special education. Later the law was amended to include children from 3 to 21.
P.L. 99-457	Federal Public Law passed in 1986, provides early intervention services for birth to age 3.
PAC	Parent Advisory Council
PARA	Paraprofessionals (classroom instructional assistants, aids)
Part B	Special Education for ages 3 to 21
Part C	A component of IDEA that allows states to establish a system of early intervention services for children with special needs from birth to age 3 and their families; First Steps
PAT	Parents-as-Teachers
PBIS	Positive Behavior Interventions and Supports
PBS	Positive Behavior Support
PDD	Pervasive Developmental Disorder
PDD-NOS	Pervasive Developmental Disorder - Not Otherwise Specified
Physical Development	Skills that children develop that rely on their physical abilities (e.g., moving, seeing, hearing).
Physical Therapy	Services provided by qualified physical therapists that help children develop gross motor skills; these services can be provided in a variety of settings.
PKU	Phenylketonuria
PLEP	Present Level of Educational Performance
PLP	Present Level of Performance
POHI	Physical and Other Health Impairments
PPP	Practical Parenting Partnerships Center
Prior Notice	Parents must receive written notice before the public agency or service provider proposes or refuses to initiate or change the identification, evaluation, or placement of a child or the provision of early intervention services to a child and a child's family.
Priorities	A family's choice as to what extent early intervention will be in the family's life; what is most important to the family.
Procedural Safeguards	Policy established to protect the rights of all parties involved in the education of children with disabilities.
Provider	Person who serves a child and who has specific skills and training related to young children with special needs; examples of providers are an agency, one of its employees, a physician, or a therapist.
Psychological Services	Services provided by a qualified psychologist who identifies and works with children who need help in developing thinking, learning and memory skills.
PT	Physical Therapy; Physical Therapist
PTA	Parent Teacher Association
Q	
QED	Quality Eligibility Determination
QIRS	Quality Indicators Rating Scale (First Steps)
R	
RCD	Resource Center for the Deaf
Referral	Written compilation of information about a student who is experiencing problems which interfere with learning; summary includes results of screening and attempts to remedy student's difficulties.

Appendix B

Related Services	Such developmental, corrective, and other supportive services as are required to assist a student with disabilities to benefit from special education; includes such services as transportation, speech pathology and audiology, psychological services, physical and occupational therapies, recreation, earl identification and assessment of disabilities, and counseling and medical services for diagnostic or evaluation purposes.
RE-M	Regular Education-Modified
Resources	Strengths, abilities and supports that a family can use to meet its needs; may be formal or informal.
RFB&D	Recording for the Blind and Dyslexic
RFP	Request for Proposal
RICC	Regional Interagency Coordinating Council
RNT	Recruiting New Teachers
RPDC	Regional Professional Development Center
RRC	Regional Resource Centers
RSB	Rehabilitation Services for the Blind
RtI	Response to Intervention

S

SA	Self-Assessment
SC	Service Coordinator
Screening	Process of identifying children in the general population, birth through twenty, who may be at risk of educational failure.
SEA	State Education Agency
SEAP	Special Education Advisory Panel
Section 619	Part B Special Education for ages 3 to 5
SED	Severe Emotional Disturbance
SELS	Special Education Electronic Messages
SEMSA	Special Education Monitoring Self- Assessment (3rd Cycle Monitoring)
Service Coordination	Service provided by qualified personnel to assist families in navigating a system, ensure timely delivery of services, and work with families in the development of leadership skills; previously known as "case manager".
SHHH	Self-Help for Hard of Hearing People
SI	Speech Implementation
SIECUS	Sexuality Information and Education Council of the United States
SLD	Specific Learning Disability
SLP	Speech Language Pathology; Speech Language Pathologist
Social Work	Services provided by a social worker or other qualified person that may include coordination of needed services, advocacy, counseling information about and referral to needed resources, and intervention.
SP	Speech or Language Impairment.
Special Education	Specifically designed instruction, at no cost to the parent, to meet the unique needs of a child with disabilities, including the following: classroom instruction; instruction in physical education; home instruction; and instruction in hospitals and institutions.
Special Instruction	Education and learning services provided in the home or in a center by a specialist trained in the education of those with special development or behavioral needs.
Speech Disorder	Difficulty with the mechanics of oral speech production observable in voice, articulation, fluency, or any combination of the above.
Speech Language Therapy	Services provided by a qualified speech therapist/pathologist who helps identify and work with children to develop communication skills that could affect the child's ability to make sounds; may include swallowing and breathing techniques; these services can be provided in a variety of settings and ways.
SPOE	System Point of Entry

Appendix B

	SPP	State Performance Plan
	SSDI	Social Security Disability Insurance
	SSI	Supplemental Security Income
	SST	Student Support Team
	SSWAA	School Social Worker Association of America
	STEPS	Sequenced Transition to Education in the Public Schools
T		
	TA	Technical Assistance
	TAG	The Association for the Gifted (CEC Division)
	TAM	Technology and Media Division (CEC Division)
	TASH	The Association for Persons with Severe Handicaps
	TBI	Traumatic Brain Injury
	TCSE	Technology Center for Special Education
	TDD	Telecommunication Device for the Deaf
	TED	Teacher Education Division (CEC Division)
	TESOL	Teachers of English to Speakers of Other Languages
	Transition	To move from one program to another, from hospital to home, from home to a program, to another community or state, from the early intervention system to public school, or out of First Steps.
	Transportation	Assistance in getting to some of the services listed on the IFSP.
	TS	Tourette Syndrome
	TST	Teacher Support Team
U		
	USDOE	United States Department of Education
V		
	VI	Visual Impairment.
	Vision Services	Services related to a person's ability to see; may include evaluation of ability to see and special equipment (e.g., glasses, magnifying tools, large print books).
	VR	Vocational Rehabilitation
	VRC	Vocational Rehabilitation Counselor
	VRE	Vocational Resource Educator
W		
	WEC	Work Experience Coordinator
X Y Z		
	YCDD	Young Child with a Developmental Delay.

Marzano's Taxonomy – Useful Verbs	
Recognize • recognize (from a list) • select (from a list) • identify (from a list) • determine (true / false)	Retrieval
Recall • name • list • describe • state • identify who, where, or when • describe what	
Executing • use • demonstrate • show • make • draft • complete	
Integrating • summarize • paraphrase •describe the key parts of • describe the relationship between • Explain the ways in which • describe how or why • describe the effects	Comprehension
Symbolizing • use models • symbolize • depict • represent • draw • illustrate • show • diagram • chart	
Matching • compare and contrast • categorize • sort • differentiate • discriminate • distinguish • create an analogy or metaphor	Analysis
Classifying • classify • organize • sort • identify different types or categories • Identify a broader category	
Analyzing Errors • edit • revise • identify errors or problems • evaluate • identify issues or misunderstandings • assess • critique • diagnose	
Generalizing • form conclusions • Create a principle, generalization, or rule • trace the development of • generalize • what conclusions can drawn • what inferences can be made	
Specifying • make & defend • predict • what would have to happen • develop an argument for • judge • under what conditions • deduce	
Decision-Making • select the best among the following alternatives • which of the following would best • what is the best way • decide • which of these is most suitable	Knowledge Utilization
Problem-Solving • solve • adapt • develop a strategy • figure out a way • how would you overcome • how will you reach your goal under these conditions	
Experimenting • experiment • generate & test • test the idea that • what would happen if • how would you test that • how can this be explained • how would you determine if • based on the experiment, what can be predicted	
Investigating •investigate • research • find out about • take a position on • how & why did this happen • what would happen if • what are differing features of	

Appendix D

TEACHER LEADERSHIP ACADEMY

_____
_____
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_____

WHAT IS A TEACHER?

_____
_____
_____
_____
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_____

MAESTRO

Teacher: You are a maestro, a master of composing, as you conduct and orchestrate individuals' thoughts and actions from discordant cacophony into harmonic resonance.

_____
_____
_____
_____
_____
_____
_____
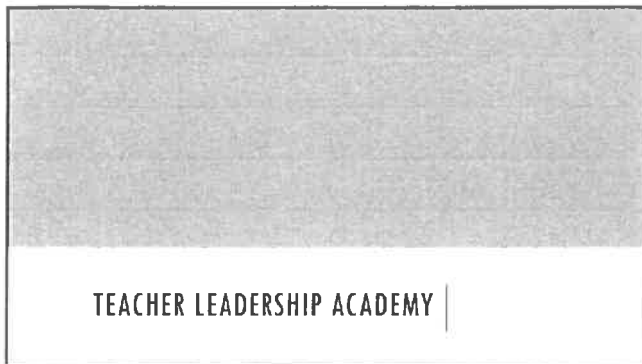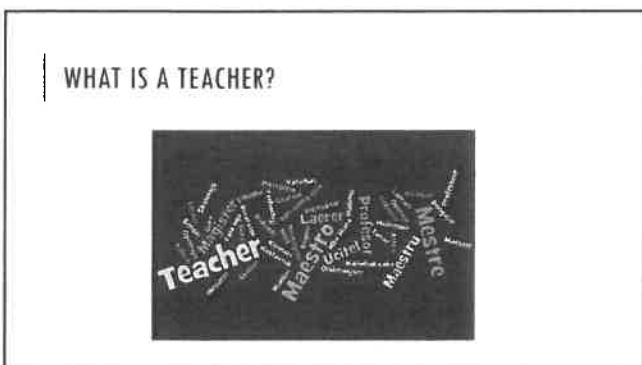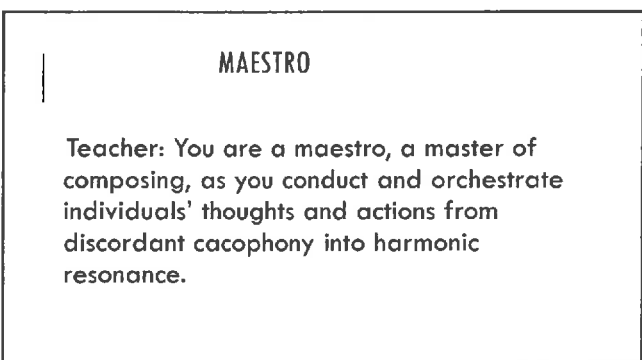
TEACHER LEADERSHIP ACADEMY
Session Norms

Inquiry and Learning
Equitable Participation
Self-Determination
Be Mindful of Group Considerations
Enjoy the Journey

EXPECTATIONS:

What will make our time together
worthwhile and relevant for you?

FIRST YEAR TEACHING

❖ Reflect on how you felt as a new teacher
❖ Write a key descriptive word or phrase
on a post-it (2-3 per person)
❖ Post on Chart Paper

KEEP CALM
AND
SPARTY ON
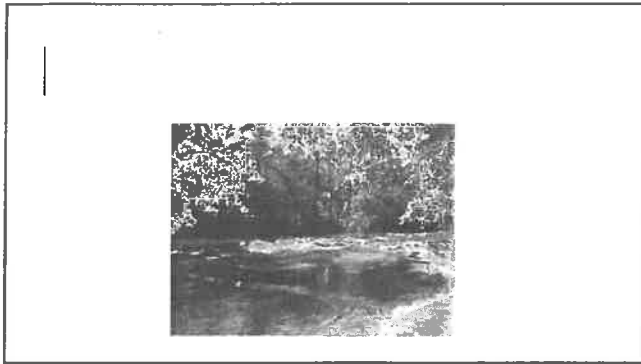
INTRODUCTIONS

➢ Where are you from?
➢ What grounds you?
➢ Share with someone you don't know very well

NEW TEACHER PANEL
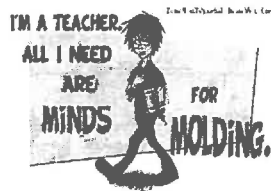
"What lies behind us and what lies before us are tiny matters compared to what lies within us."

Oliver Wendell Holmes

MENTORS, GUIDES, COACHES

❑What makes an effective mentor?

❑What does a mentor do?

   Use post-it notes to answer, one word or phrase per post it, post on chart

---

SCHOOL INDUCTION PRACTICES

• With your team mate identify 3-5 school practices to share with the group

▪Use chart paper to create a visual

▪Be prepared to speak to the whole group

▪Strategy of no repeat

AUDIENCE TEXTS LAURENABELL413 TO 37607 TO JOIN

Paula Jo Beardsley

Lauren Elizabeth Townsend

https://www.polleverywhere.com/free_text_polls/EhGqKtgG8Tj1v90
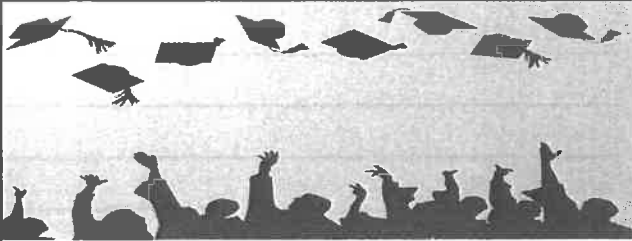
FIND 5 FRIENDS-

1) Tell your new friends your name and the year you graduated from high school.

2) One person jot down the graduation years.

3) After everyone shares, determine the range in years in your group.

4) Finished with 1-3? Give a thumbs up.

MULTI GENERATIONS AT SCHOOL

Four Generations represented; Baby Boomers, Gen X, Millennial's, Gen Z

Differences – Created by experience and numerous other factors

Reciprocal learning

GENERATION CHARACTERISTICS

Generations	Boomers	Gen Xers	Millennials	Gen Zers
Year born	1944-1964	1965-1981	1982-2000	2001-present
Characteristics	Optimistic, idealistic, educated, competitive, diplomatic, loyal, high expectations, opinionated	Skeptical, resourceful, independent, entrepreneurial, pragmatic, straightforward	Tech savvy, empowered, pragmatic, confident, collaborative, community centered, versatile, very busy	"Up-aging", private/social, visual, entrepreneurial, multitasking, hyper-aware, technology reliant, smaller households

Table Talk

Choose a generation you'd like to focus on (doesn't have to be your own)

Find a table with that generation on the table tent (2 minutes)

Be seated, look over the handouts and complete the following 4 questions about your generation (10 minutes)

1) "My colleagues/teachers need to know _____ about me"

2) "My pet peeves about colleagues/co-workers are..."

3) "Best way to communicate with me is..."

4) "Best way to recognize me is..."
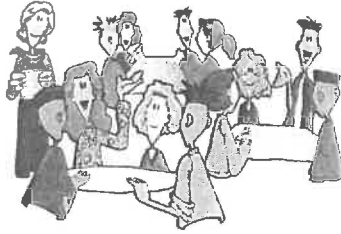
Capture the Communication

On chart paper, draw a picture(s) or use short phrases that capture each of the four questions in each of the four quadrants. (10 minutes)

When finished, post your paper on the wall.

Have one person be prepared to share.
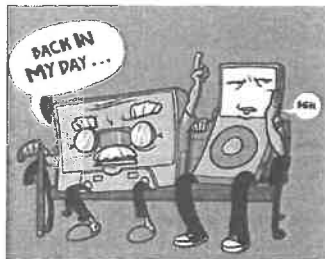
Learning into Practice-

How can I/we use our generational savvy to better plan our nurturing of new teachers?

Appendix E

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.
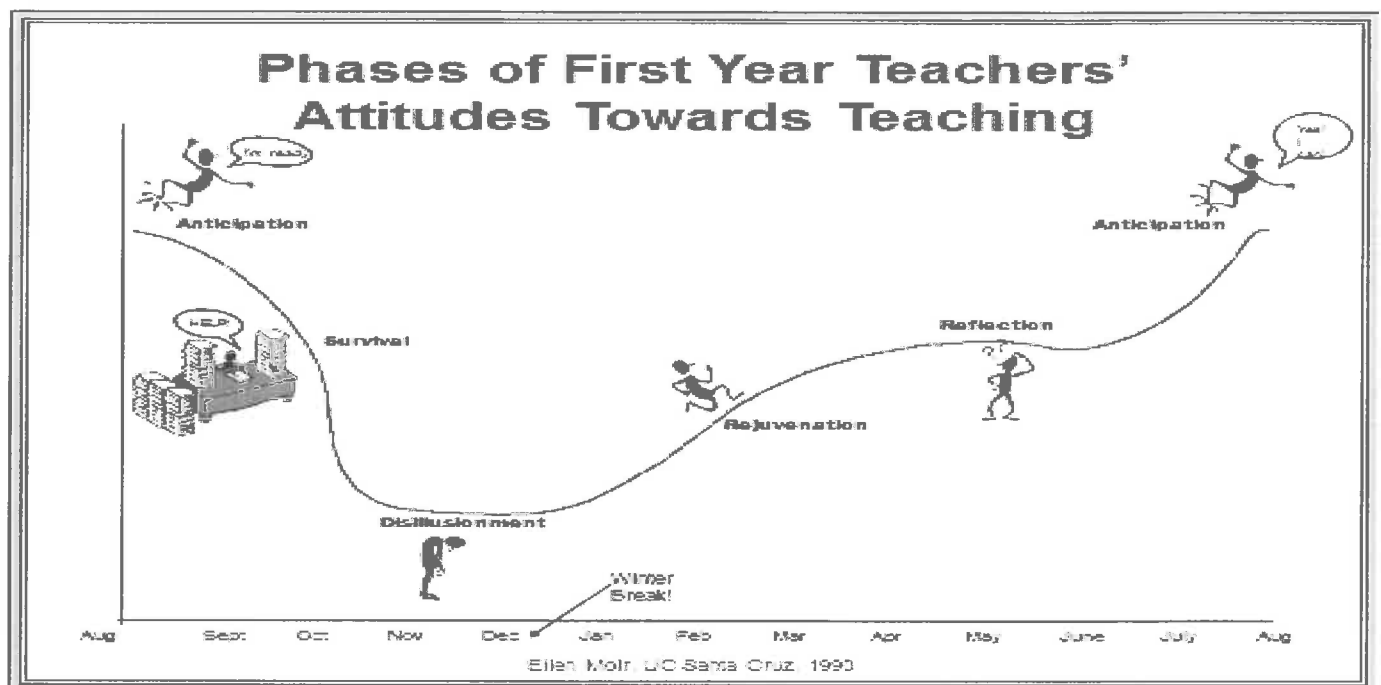
Anticipation Phase

- 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 F
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 G

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 Contendre 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 Section1012.795(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.

Appendix H

School Personnel Information

TITLE	NAME	LOCATION	DUTIES
Principal			
Assistant Principal(s)			
Assistant Principal(s)			
ILC			
Dean(s)			
Principal's Secretary			
Bookkeeper			
Registrar			
Nurse			
School Resource Officer			
Guidance Counselor(s)			
Guidance Counselor(s)			
Guidance Secretary			
Cafeteria Manager			
Athletic Director			
Technical Support Specialist			
Testing Coordinator			
Clerk(s)			
Receptionist			
Certification Employee Specialist			

School Personnel Information

TITLE	NAME	LOCATION	DUTIES
Program Specialists			
Language Arts			
Social Studies			
Math			
Science			

Appendix I

General School Information	
TOPIC	**HOW, WHO, WHEN**
Call In An Absence (Sick)	
Request A Day Off (Personal)	
Report Safety Concerns	
Report An Injury	
Sign Up For Training/ SunGard	
Order Supplies	
Problem With Computer	
Classroom Maintenance	
Parent Concerns	
Student Loses A Book	
Student Discipline Issue	
Plan Field Trips	
Safety Drills	

Appendix J

Ten Tips for Rookie Teachers

Adopted from the work of Gary Rubinstein, *The Don'ts and Don'ts of Teaching*, Educational Leadership May 2012

1. **Don't try to teach too much in one day** – always have high expectations while you leave time for academic wondering and practice/application of critical content competence.

2. **Don't teach a lesson without a student activity** – focus the lesson on the activity to support the direct instruction.

3. **Don't send kids to the office** – handle minor problems created by students on your own, save the tough ones for the administrative team. When students are sent to the office the teacher may lose respect.

4. **Don't allow students to shout out answers** – pose thoughtful questions, wait for the hands to go up and then call on the student by name.

5. **Don't make tests too hard** – use tests to inform instruction, make sure they match the direct instruction and lesson.

6. **Don't be indecisive** – many decisions are made on the fly as a response to the student's question. Make a decision and move on.

7. **Don't tell a student you're calling home** – calls home are effective especially when a surprise to the student.

8. **Don't try to be a buddy** – be friendly without making students your friend.

9. **Don't dress too casually** – look like a professional educator, you worked hard to get here, use it to your advantage.

10. **Don't babble** – choose your words carefully.

Appendix K

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

	Areas Discussed
Review Staff Handbook Review Mentoring Manual Complete Mentor / Mentee Checklist First Day of School Subs School Culture Other:	*Circle/highlight all that apply* 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** *Circle/highlight all that apply* 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** *Circle/highlight all that apply* 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 FSA Planning Interims Other:	**Areas Discussed** *Circle/highlight all that apply* 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** *Circle/highlight all that apply* 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

	Areas Discussed
Reflection of First Semester Grade Recovery / Failing Students Standards Review Other:	**Areas Discussed** *Circle/highlight all that apply* 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

FSA Interims Other:	**Areas Discussed** *Circle/highlight all that apply* 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** *Circle/highlight all that apply* 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** *Circle/highlight all that apply* 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

	Areas Discussed
Retaining Students End of the Year Activities End of Course Issues End of Course Exams Other:	*Circle/highlight all that apply* 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

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

New Teacher Mentoring Log Summary

2018-2019

Teacher's Name
_____

Employee ID Number
_____

School
_____
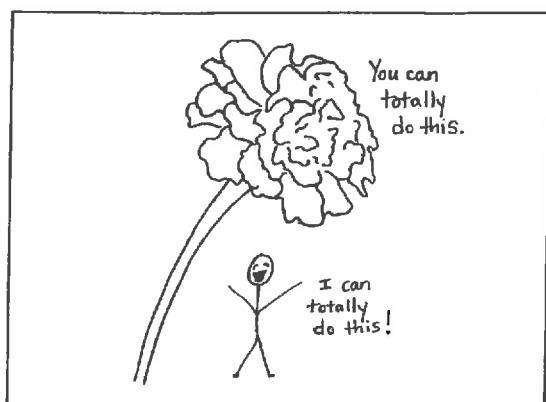
I am a: □ Mentor □ Mentee

Name of Mentor/Mentee Colleague _____

Hours Completed _____

Teacher's Signature
_____

Principal's Signature _____

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

Find Your Marigold: The One Essential Rule for New Teachers

Jennifer Gonzalez, *Cult of Pedagogy*

Welcome to your first year of teaching. This year will test you more intensely than just about anything you've done up to now. It will deplete all your energy, bring you to tears, and make you question every talent or skill you thought you had. But all these tests, if you approach them the right way, will leave you better and stronger than you are today.

Advice is available everywhere you look, and some of it is very good. Still, with everything you have to do right now, it's easy to get overwhelmed by the sheer volume of it all. And the fact is, a lot of those tips won't work very well if you fail to follow this one essential rule:

Surround yourself with good people.

By finding the positive, supportive, energetic teachers in your school and sticking close to them, you can improve your job satisfaction more than with any other strategy. And your chances of excelling in this field will skyrocket. Just like a young seedling growing in a garden, thriving in your first year depends largely on who you plant yourself next to.

The Marigold Effect

Many experienced gardeners follow a concept called *companion planting*: placing certain vegetables and plants near each other to improve growth for one or both plants. For example, rose growers plant garlic near their roses because it repels bugs and prevents fungal diseases. Among companion plants, the marigold is one of the best: It protects a wide variety of plants from pests and harmful weeds. If you plant a marigold beside most any garden vegetable, that vegetable will grow big and strong and healthy, protected and encouraged by its marigold.

Marigolds exist in our schools as well – encouraging, supporting and nurturing growing teachers on their way to maturity. If you can find at least one marigold in your

school and stay close to them, you will grow. Find more than one and you will positively thrive.

Few teachers will be lucky enough to be planted close to a marigold – being assigned to one as a mentor, co-teacher, or team leader will be rare. You will have to seek them out. You can identify them by the way they congratulate you on arrival, rather than asking why anyone would want this godforsaken job. Or by the way their offers to help sound sincere. Or just by how you feel when you're with them: Are you calmer, more hopeful? Excited to get started on a teaching task? Comfortable asking questions, even the stupid ones? If you feel good around this person, chances are they have some marigold qualities.

Once you've identified your marigolds, make an effort to spend time with them. Having a hard day? Go to your marigolds. Not understanding how to operate the grade reporting system? Go to your marigolds. Confused by something the principal said at the faculty meeting? Marigolds. They may be on the other side of the building, out of your grade or subject area, or otherwise less convenient to reach than others. If your school is especially toxic, you might have to find your marigolds in another school, or even online. Make the effort. It's worth the trouble.

Beware the Walnut Trees

While seeking out your marigolds, you'll need to take note of the walnut trees. Successful gardeners avoid planting vegetables anywhere near walnut trees, which give off a toxic substance that can inhibit growth, wilt, and ultimately kill nearby vegetable plants. And sadly, if your school is like most, walnut trees will be abundant. They may not seem dangerous at first. In fact, some may appear to be good teachers – happy, social, well-organized. But here are some signs that you should keep your distance: Their take on the kids is negative. Their take on the administration is negative. Being around them makes you feel insecure, discouraged, overwhelmed, or embarrassed.

WALNUT TREES ARE POISON. Avoid them whenever you can. If you don't, they will start to infect you, and soon you'll hate teaching as much as they do.

Doing this may be a challenge: Your supervisor might be a walnut tree. You may be co-teaching with one. You might work on a whole team of walnut trees, spending hours with them every week. Touching base with your marigolds will help flush out the toxins that build up from contact with the walnut trees. On top of that, simply identifying certain co-workers as walnut trees can help dilute their power over you. If I'd had a label I could mentally place on

certain people in the schools where I worked, they would have had far less of an impact on me.

So in the spirit of identification, here are some common walnut tree varieties to look out for:

Kid-Hatin' Kate, who will snort every time you share a positive anecdote about your students. Spend enough time with her and you'll believe every single one of them is a lying, cheating little sneak and you're a fool if you think otherwise.

Retirement Dan, who regularly reports on how many years he has left before he's "outta here." He then adds with a chuckle that you have about thirty, right? Dan will find your enthusiasm about school "cute," but will then tell you to "just wait...it'll wear off."

Twenty-Page Tina, who sets impossibly high standards for her students and brags when kids fail. You had your kids write a five-page paper? Tina assigned twenty. Your mid-term had fifty questions? Tina's had a hundred and fifty, and only a dozen kids passed it. The students say her exams are the only ones they ever have to study for. After talking to Tina, you'll feel the urge to triple your kids' workload and add at least ten trick questions to your assessments, just to get your average down.

Bad Bobby, who overhears you talking about your students acting up in class and says, "They would never try that crap in *my* room." Whenever you leave a conversation with him, you go and scream at your kids.

Hattie-Who-Hates-the-Principal. Self-explanatory.

Lawsuit Steve, who sees you touch a student's forearm and says you better watch out. He "had to give up hugs years ago" and is always reminding you to "be careful."

My-Time Margaret, who counts the number of minutes she got for lunch, complains about serving one more day of car-rider duty than anyone else, and knows precisely what time she's legally required to be in the building each day (not a minute earlier).

And **Good-Old-Days Judy**, who hates anything new and never fails to mention how much better things used to be.

Be especially vigilant during PDs, when you'll find yourself in a veritable forest of walnut trees. It will be the worst when the presenter asks you perform some task – read student work, for example – in groups. The trees will slowly turn toward the center, leaves rustling, snarky comments dropping off their branches like walnuts whacking the table. It won't matter how potentially

interesting the activity might be, as soon as they huddle up it will be snark, snark, ugly, ugly, hate, hate. When this happens, recognize that you are surrounded, hold tight to your roots, and remember your marigolds.

Get What You Can, Where You Can

Your search for marigolds will yield imperfect results: Not everyone is all-marigold or all-walnut tree. There will be some in the building who just make you happy – go to them for a mood boost. Some who aren't terribly good at the teaching part, but love the kids to death – seek them out when you need to be reminded of how much you love them, too. Others will take care of you – encourage you to rest, slack off a little, not beat yourself up. And some who are intensely into the craft, who always have a great strategy on hand and keep up on current research – they can really help you stretch your abilities. Learn who has what marigold qualities and get what you can from each of them.

Finally, try to find some compassion for the walnut trees. Their toxicity comes from a place of real pain, and they themselves probably fell under the influence of the walnut trees who came before them. Plus, it's not like their complaints have no basis in reality. Teaching *is* a ridiculously hard job,

some say almost impossible – like climbing Mount Everest (if you'll allow for one last metaphor). Still, you're aware of the difficulty, and though many before you have failed, you have accepted the challenge.

Before you climb that peak, you'll need to choose a sherpa to escort you through the trek. The first option is Walter Nutt, who starts by asking why in the world you'd want to do something like this. He describes the many others who have died trying to do this climb, how sick you'll get, how people have polluted the trail, all but destroying what was once a pristine and beautiful mountain. The second option, Mary Gold, congratulates you on your courage, sits down with you to map out some important strategies, and finishes off by saying *It's a crazy-hard, mammoth task, but you know what? We're going to summit that mountain.*

Who do you want leading you up that peak?

Find your marigolds and stick close to them. Grow big and strong.

Summit that mountain. ✻