

# New Teacher Induction Manual



**Office of Curriculum & Instruction  
Department of Academic Success**

**2023 – 2024**

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## Vision and Mission

**Vision:** To ensure that new teachers develop the necessary skills to become a highly effective educator to meet the diverse needs of all learners.

**Mission:** To create a system of supports in which new teachers have access to high quality professional development and coaching, personalized to their individual needs in the classroom.

**The TEAM (Teachers Excelling and Achieving through Mentoring) SDIRC Program will:**

- Provide a system of induction for new faculty members to effectively assimilate new teachers to the culture of the community and school environment;
- Provide new teachers with professional support and guidance that will enhance teaching performance and student achievement;
- Provide information for new teachers on available resources and necessary district policies and procedures;
- Provide opportunities for the personal and professional growth of experienced teachers through collaboration with new teachers and other mentor teachers; and
- Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities with the school district.

## Levels for New Teachers

Level 1	Any teacher who is new to the School District of Indian River County <b>and</b> has 0 years teaching experience.
Level 2	Any teacher who has been in the School District of Indian River County that has 1-2 prior years teaching experience.
Level 3	Any teacher new to the School District of Indian River County that has more than 3 years of experience.

## Roles and Responsibilities

### New Teacher

The role of a new teacher in the TEAM SDIRC program is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new teachers that will support and assist their success in the school building, district, and profession.

The specific responsibilities of the New Teacher are:

- To embrace the Teacher Induction Program as an opportunity for professional growth and participate in these activities with that goal in mind.
- To participate in peer observation experiences with mentor and other teachers.
- To work cooperatively with mentors and building administrators to identify areas where support and assistance are appropriate.
- To connect with colleagues when a need or question arises.
- To attend monthly TEAM SDIRC Meetings on the teacher's campus.
- To complete quarterly surveys, from the Department of Academic Success, identifying current needs.
- To attend and apply professional learning appropriate for teaching assignment.
- To meet with the school assigned mentor weekly, maintain the Mentor Log, and submit to the school-based TEAM SDIRC administrator each semester.

### School Based Administrator (School-Based Facilitator of the TEAM SDIRC Program)

The role of the Administrator is to provide support for the TEAM SDIRC Program by facilitating the components of the program and providing the new teacher and mentor teacher with the necessary time and resources to fulfill their respective responsibilities.

The specific responsibilities of the Administrator are:

- To assign mentors to any new teacher or other teachers deemed necessary by administration.
- To assign a new teacher with a mentor immediately upon hiring or at any time during the school year.
- To schedule, plan, and facilitate all TEAM SDIRC meetings.
- To facilitate mentor orientation and ensure all mentors attend the school-based mentor orientation at the beginning of the year.
- To provide time for mentors/mentees to observe one another.
- To ensure the new teacher observes an effective teacher.
- To monitor new teacher support from mentor. (Are they meeting regularly? Is it a good match?)
- To support new teachers in attending and applying professional learning opportunities relevant to their teaching position.
- To be available to mentors and new teachers as necessary throughout the school year.
- To provide training on the Marzano Evaluation System.
- To collect Mentor Logs at the end of each semester and submit all Mentor Logs to the Department of Academic Success.

## Mentor (Three or more years of teaching experience AND Clinical Educator Trained)

The role of the Mentor Teacher is to provide daily support to the new teacher (i.e., Level I, II, and III) helping him/her to have a successful experience in the school and community.

The specific responsibilities of the Mentor Teacher are:

- To participate in mentor-specific professional learning.
- To attend school-based mentor orientation at the beginning of the school year and participate in follow up sessions throughout the year.
- To serve as a professional role model.
- To assist the new teacher in understanding and meeting the responsibilities of the profession.
- To assist the new teacher in becoming familiar with all school and district policies and procedures.
- To assist the new teacher in learning the educational values of the community.
- To meet formally and informally with the new teacher weekly throughout the school year.
- To guide the new teacher to other staff members and resources who can provide direction and support.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To encourage the new teacher to respond to quarterly needs assessment surveys from the Department of Academic Success
- To observe the new teacher and provide non-evaluative, data-based feedback through the coaching cycle.
- To provide feedback regarding effective teaching methods, instructional strategies, and best teaching practices.
- To ensure the new teacher is completing his/her Mentor Log and signing off at the end of each semester before submitted to the District.
- To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.
- To promote and assist in application of professional growth opportunities relevant to their teaching position.

## Professional Development Council (PDC) Representatives

The role of the PDC Representative is to provide support for Level I, Level II, and Level III teachers by facilitating professional learning opportunities and assisting these teachers with support and advice throughout the school year.

The specific responsibilities of the PDC reps are:

- To guide the new teacher to other staff members and resources who can provide direction and support.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To observe the new teacher and provide non-evaluative, data-based feedback through the coaching cycle.
- To provide an open classroom to model effective teaching strategies.
- To promote professional learning opportunities for the new teacher as appropriate for teaching assignment.
- To collect, maintain, and submit school-based rosters for professional learning sessions through the Frontline Professional Growth platform.
- To attend all monthly TEAM SDIRC meetings on campus.
- To distribute emails to faculty/staff from the District Office regarding upcoming professional learning offerings or other pertinent information.

### Professional Development Specialist:

The role of the District Professional Development Specialist is to create and deliver professional development for all new teachers throughout the year. In addition, based on the school's tiered level of support and teacher need, the Professional Development Specialist can offer individualized coaching for new teachers.

The specific responsibilities of the Professional Development Specialist are:

- To develop and deliver the New Teacher Orientation two-day training.
- To create modules on various topics for use during the monthly TEAM SDIRC meetings on each campus.
- To provide individual cycles of support on an as needed basis, as requested by administrators, and based on the school's level of tiered support.
- To model effective teaching strategies.
- To maintain the Frontline Professional Growth platform.
- To support all new teachers, including teachers on the Alternative Certification Pathway via the SDIRC Professional Development Certification Program (PDCP).

## Activities and Dates of Professional Development

Activities	School					District
	Level I New Teacher	Level II New Teacher	Level III New Teacher	Mentor	School-Based Administrator	PD Specialist
<b>Introduction to TEAM SDIRC Program</b> School based administrator will receive information and resources about the TEAM SDIRC Program.					x	x
<b>District Launch</b> District New Teacher Orientation (2 Day Orientation)	x	x	x		x	x
<b>School Launch: School-Based New Teacher Orientation</b> New Teachers and Administrator will meet to review check listed items.	x	x	x	optional	x	
<b>Matching of Mentors</b> Administrator will match new teacher (all levels) with a qualified mentor.					x	x
<b>Mentor Training</b> Mentors will receive initial and ongoing training to learn how to best assist new teacher.				x	x	x
<b>Mentor/Mentee Gathering</b> Mentors and mentees will gather and meet for the first time.	x	x	x	x	x	
<b>Monthly School Based TEAM SDIRC Meetings</b> New Level I teachers will meet with administrator to receive PD based upon needs or suggested topics.	x			x	x	x
<b>District Professional Learning</b> All teachers are invited to participate in professional learning relevant to their teaching position and/or Professional Individualized Growth Goal (PIGG).	x	x	x	x	x	x

## Administrator Check List

	<b>Task/Action</b>	<b>Responsible Entity</b>	<b>Completion Date</b>
1st Week	<ul style="list-style-type: none"> <li>○ Assign Mentor</li> </ul>	TEAM SDIRC Administrator	
1st Week (Preplanning)	<ul style="list-style-type: none"> <li>○ Assign Mentor</li> <li>○ Mentor/Mentee Gathering</li> </ul>	TEAM SDIRC Administrator	
1st Month	<ul style="list-style-type: none"> <li>○ Professional Intentional Growth/Goal(s) Plan (PIGG)</li> <li>○ Continued Support with Instructional Routines, Planning, and Marzano</li> <li>○ Marzano Overview                             <ul style="list-style-type: none"> <li>○ Forms A, B, and Reflection, Categories, timelines, procedures, and iObservation</li> </ul> </li> <li>○ Focus, iReady, Achieve 3000 Training, and other digital platforms</li> </ul>	TEAM SDIRC Administrator	
TEAM SDIRC Orientation (School Based)	<ul style="list-style-type: none"> <li>○ School Vision and Mission</li> <li>○ Tour of Campus</li> <li>○ Review of Teacher Handbooks and Procedures</li> <li>○ Observation Forms (Pre and Post Conference), timelines, procedures, and iObservation                             <ul style="list-style-type: none"> <li>○ Daily Schedules</li> <li>○ Instructional Routines</li> <li>○ Standards, Curriculum Maps, Unit Assessments</li> <li>○ CPalms and other resources</li> </ul> </li> </ul>	TEAM SDIRC Administrator	



# Mentor Log

## TEAM SDIRC and Alternative Certification Program (ACP) Mentor Log

<b>New Teacher's First and Last Name</b>		<b>Employee ID Number</b>	
<b>Mentor Teacher's First and Last Name</b>		<b>Employee ID Number</b>	
<b>School</b>			

<b>New Teacher's Needs/Questions/Opportunities for Growth</b>	
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<b>Support Log</b>		
<b>Date</b>	<b>Start and End Time</b>	<b>Detailed Explanation of Support (i.e., action steps)</b>
	<b>Total Hours of Support:</b>	

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Professional Development. (Mentors can earn up to 10 in-service points per semester.)

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
New Teacher's Signature

\_\_\_\_\_  
Date

## Important District Phone Numbers

<b>TEAM SDIRC Program</b>	Terri Beckham	564-3025
<b>TEAM SDIRC Program</b>	Kere Minton	564-3121
<b>Human Resources</b>	General Information	564-3178
<b>Employee Benefits</b>	Amy Yeitter	564-3175
<b>Payroll</b>	Karla Swain	564-3068
<b>Teacher Certification</b>	Adalia Medina Graham	564-3116

## School-Based Contacts

<b>Mentor</b>	
<b>Team/Grade/Department Chair</b>	
<b>Other team members</b>	
<b>Principal</b>	
<b>Assistant Principal(s)</b>	
<b>School Secretary</b>	
<b>Math/Reading Coaches</b>	
<b>Custodian(s)</b>	
<b>Cafeteria Worker(s)</b>	
<b>Computer Lab Manager/IT</b>	

## Acronyms and/or Definitions

<b>ADD/ADHD</b>	Attention Deficit Disorder/Attention Deficit Hyperactive Disorder
<b>AESOP</b>	Automated Educational Substitute Operator
<b>AP</b>	Assistant Principal/Advanced Placement
<b>ASD</b>	Autism Spectrum Disorder
<b>BQ</b>	Bottom Quartile
<b>CBT</b>	Computer Based Testing
<b>DCF</b>	Florida Department of Children and Families
<b>DOE</b>	Department of Education
<b>DQ</b>	Design Question
<b>ED</b>	Economically Disadvantaged
<b>ELL</b>	English Language Learner
<b>EP</b>	Educational Plan for Gifted Students
<b>EOC</b>	End of Course Exam
<b>ESOL</b>	English Speaker of Other Languages
<b>ESSA</b>	Every Student Succeeds Act
<b>FRL</b>	Free and Reduced Lunch
<b>IB</b>	International Baccalaureate
<b>IEP</b>	Individualized Educational Plan
<b>IRCEA</b>	Indian River County Education Association
<b>LRE</b>	Least Restrictive Environment
<b>MTSS</b>	Multi-tiered System of Support
<b>OT</b>	Occupational Therapy
<b>PBIS</b>	Positive Behavior Intervention and Supports
<b>PIGG</b>	Professional Intentional Growth/Goal(s) Plan
<b>Power BI</b>	Data platform to help make data-driven decisions
<b>PT</b>	Physical Therapy
<b>PTA</b>	Parent Teacher Association
<b>RTI</b>	Response to Intervention
<b>SAC</b>	School Advisory Council
<b>SBI</b>	Standards Based Instruction

<b>SDIRC</b>	School District of Indian River County
<b>SIP</b>	School Improvement Plan
<b>SLD</b>	Specific Learning Disability
<b>SRO</b>	School Resource Office
<b>TEAM SDIRC</b>	Teachers Excelling and Achieving through Mentoring
<b>TOY/EOY</b>	Teacher of the Year/Employee of the Year
<b>VPK</b>	Voluntary Pre-K
<b>504</b>	Students with Medical Impairments