

MENTORING NEWSLETTER

— A GUIDE TO WORKING WITH MENTEES AT YOUR SCHOOL SITE —



NOVEMBER 2023

Hello, BPS mentors.

Welcome to November! For new teachers, this time of year can be a mix of anticipation for the holidays and stress over new challenges at work. Please check out the graph below. Share with your new teachers and encourage them to stay strong – their feelings are normal and will start to turn around after winter break. Let them know they've got this!

Three reminders for lead mentors to share with your mentoring teams:

- Schedule observations of new teachers using the data-collection tools and conference forms located on the Induction website. Idea: Use video if there are time constraints.
- Observation feedback sentence-starters could be: When was learning best? How do you know a strategy helped students learn? What does it look like to be successful in your lesson today?
- If a teacher has resigned or is on a leave of absence, it must be notated on the Induction Roster. The Induction Roster is a live document and should be updated if there is a change in staff. Just make sure it's up to date!

Ideas for supporting new teachers through this month:

1. **Personal:** Discuss the upcoming Thanksgiving holiday with your mentee. If this is the new teacher's first major holiday away from family, brainstorm with them what they might do to minimize the loneliness and make the holiday fun and rewarding. Also, strongly suggest to the new teachers that they walk out the door for Thanksgiving vacation with no schoolwork in hand. We should all use the break to rejuvenate and re-energize!
2. **Professional:** Check in with your mentee to see if they need assistance in completing forms or requirements for certification. Almost half our new teachers are on temporary certificates. Remind them that emails from Dinah Kramer, Sharon Doucett-Doran, Lisa Stanley, and Tracy Seibert actually ARE intended for them personally.
3. **Curriculum, Instruction, and Assessment:** Talk to your mentees about what formative assessments they are using on a frequent basis and what feedback those assessments are giving them to tweak their teaching. Many new teachers don't have a solid grasp on formative assessments so you may have to give a few suggestions (exit slips, teacher questions, etc.) Also, be sure that the new teachers do not fall into the all-day "turkey and Pilgrim" trap in the days leading up to break. Help them make plans to maximize meaningful active learning experiences before Thanksgiving break.
4. **Organizational Systems:** Keep reviewing efficiency and effectiveness of classroom procedures and identify new procedures that may need to be developed.
5. **Students:** For secondary teachers – assist new teachers in working with students who ask for letters of recommendation to accompany their college applications. Share some examples of letters others have written.
6. **Colleagues:** Continue to engage new teachers in collegial analysis and discussion of student achievement and classroom assessment data. Also, if possible, identify colleagues who would be willing to have your mentee observe in their classroom for a period. Observing two or three procedures/skills/transitions done well by a veteran teacher is one of the most impactful ways that new teachers learn and make changes in their own classrooms.
7. **School Systems:** Discuss leave, student absenteeism and the student make-up work policy surrounding the Thanksgiving holiday.

8. Parents and Community: Remind your mentee that multiple positive and productive parental contacts before report cards are sent home can reduce questions about grades.

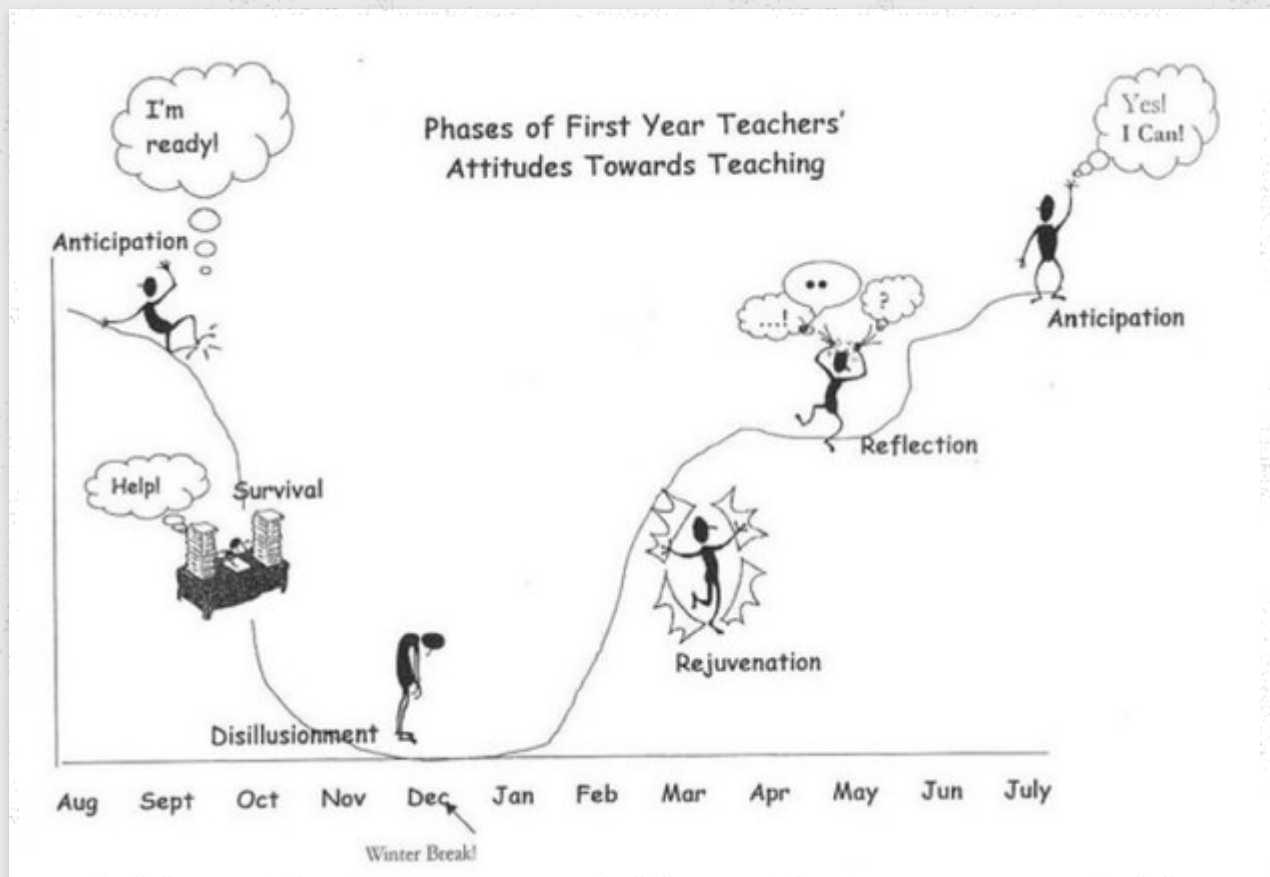
***Special Education teachers:** Check in with the new ESE teachers to ensure that their system for interacting on a regular basis with each of the general education teachers and other educators working with their students is working. Have them share evidence of successful collaboration.

Enjoy Veteran's Day off and, if you are a veteran, thank you for your service. Additionally, have a peaceful Thanksgiving holiday. We in BPS' Professional Learning and Development department are so thankful for you!

- Bridget Reed, District Peer Mentor Teacher

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Breakdown and suggestions taken from Paula Rutherford's Just Ask Publications



☆ TRAININGS TO SHARE ☆

Don't forget to check out the new **professional learning opportunities** provided by **FDLRS East**. You can find our updated list of offerings for Accommodations, Universal Design for Learning,

Strategic Instruction Model, Learning Ally and the BEESS Professional Learning Alternatives both Facilitated and Independent Courses. **Please visit our website at www.fdlrseast.org.** Please go to **Frontline** and search the name of the training or **FDLRS** to register. If you have any questions or need support, please reach out to our FDLRS East team.

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CERTIFICATION NEWS

Certification Newsflash: **Is your FDOE Temporary Certificate Expiring June 30, 2024?**

If your FDOE temporary certificate expires on June 30, 2024 you must meet all requirements by April 1, 2024 in order to apply for your upgrade to a FDOE professional certificate and be eligible for re-appointment.

Certification has been reviewing your files many of you have not even started taking your tests or courses. Although HB1 allows for some tests to be waived there are many requirements which MUST be met and the FDOE will be the final decision maker to grant possible waivers. Do not assume you will receive a waiver for the General Knowledge, Professional Ed and/or Subject area exam(s). Our offices will be publishing through the Leadership Team Packet (LTP) more information just prior to our winter break.

Rule 6A-4.002(4)(g), F.A.C Rule 6A-4.0021, F.A.C Section 1012.34, F.S

Please refer to your statement of eligibility from the FDOE regarding your requirements which includes your tests, education courses, professional education competencies and one year of full-time teaching experience.

Here is the link to register for the subject area test, general knowledge test and professional ed test if you still need to take them. <http://www.fl.nesinc.com/>

If you need education courses you must get started now with those courses which is available through an accredited college such as Grand Canyon, University of Phoenix, Florida Southern and Seminole State College.

If you have met all your requirements apply now to “upgrade” to your FDOE professional certificate.

<https://www.fldoe.org/teaching/certification/on-line-application-status-lookup-site.stml>

NEW TEACHER ACADEMY, OCTOBER 12, 2023

Our new teachers have been hard at work, learning all about BPS and picking up new strategies. The next NTA will be January 30, 2024.



☼ ☼ ☼ **CLICK HERE TO BE LINKED TO THE
NEW TEACHER INDUCTON PAGE** ☼ ☼ ☼



\$\$\$ TEACHER DISCOUNTS \$\$\$

With the holidays right around the corner, check out some of these discounts for Florida teachers. Mentors, share these links with your mentees.

[Just For Teachers Discounts \(fldoe.org\)](https://www.fldoe.org/justforteachers/)

[Best Teacher Discounts in 2023: The Ultimate List \(weareteachers.com\)](https://www.weareteachers.com/best-teacher-discounts-2023/)

[Teacher Entertainment Discounts & Deals - Teacher Travel Discounts](#)

✓ QUICK MENTORING IDEAS

1. Share what your lesson plans look like and how you put them together
2. Provide a one-day lesson plan
3. Co-observe another teacher and discuss ways to implement an observed strategy into their classroom
4. Video a cooperative learning strategy in your class and share with your mentee
5. Role-play a parent conference
6. Assist your mentee in filling out school forms
7. Make classroom materials together
8. Provide materials for a curriculum unit
9. Suggest options for dealing with challenging student behavior
10. Assist with room arrangement and seating charts

12. Examine examples of student work together
13. Listen as the new teacher discusses his/her assessment of student work examples
14. Encourage the new teacher to share a successful lesson at a grade level meeting
15. Ask questions that help the new teacher prioritize issues/concerns related to instruction
16. Brainstorm together possible ways for your mentee to introduce a curriculum unit
17. Share an effective strategy for grading papers
18. Ask your mentee how a new strategy might impact student learning
19. Model a cooperative learning strategy
20. Identify the strong points in lesson design

A few of these tips from: New Teacher Induction- How to Train, Support, and Retain New Teachers, by Annette Breaux and Harry Wong (2003). CA: Harry K. Wong Publications

🕒 RUNNING SHORT ON TIME TO OBSERVE? HAVE YOUR MENTEE VIDEO THEMSELVES!

You can find this video-reflection form on the new teacher induction page. Mentees can video themselves and then use this form before meeting with you to go over the recording. There are sections in the form where you can celebrate successes and target specific areas for support. Please remember, this works best in well-established mentor-mentee relationships.

IPS VIDEO REFLECTION
Improving My Teaching Practice

Names: _____ School: _____ Date: _____

What is the objective of the lesson?

How to Get the Most Out of Watching Your Video

List TWO strategies, lessons, concepts, or statements made that were positive and went well and TWO strategies, lessons, concepts, or statements that need more time or changes made.

Positives:

1. _____
2. _____

Areas of change to discuss and implement:

1. _____
2. _____

Get Ready:

Watching yourself on video is one of the most powerful strategies professionals can use to improve. However, it can be a challenge. It takes a little time to get used to seeing yourself on screen, so be prepared for a bit of a shock. After a little time, you will become more comfortable with the process.

- Find a place to watch where you will not be distracted.
- Set aside a block of time so you can watch the video uninterrupted.
- Make sure you have got a pen and paper ready to take notes.

Watching the Video:

- Plan to watch the entire video at one sitting.
- Take notes on anything that is interesting.
- Be certain to write the time from the video beside any note you make so that you can return to it should you wish to.
- People tend to be too hard on themselves, so be sure to really watch for things you like.
- After watching the video, review your notes and circle the items you will discuss with your mentor teacher (two you like and two areas you would like to change).
- If you are nervous about what you see, concentrate on what the student are learning instead of your teaching.
- Sit back, relax, and enjoy the experience.

Video Rubric

Date video was taken: _____

(X) Need more time: I am just beginning to understand

(#) I got it: My students can do what is expected without my help.

After watching the video of today's class, please rate how close the behavior of your students is to your goal for an ideal class in the following areas:

	Need time					I got it				
	1	2	3	4	5	1	2	3	4	5
1. Students were engaged in learning (90 percent on task is recommended).										
2. Students interacted respectfully during lesson.										
3. Students clearly understood expectations.										
4. Students are interested in learning activities in the class.										

After watching the video of today's class, please rate how close your instruction is to your ideal perception of an effective lesson in the following areas:

	Need time					I got it				
	1	2	3	4	5	1	2	3	4	5
5. I asked at least 4 high order questions during my lesson and students responded with appropriate answers.										
6. I clearly explained expectations prior to each activity.										
7. My corrections are calm, consistent, immediate, and <u>planned in advance</u> .										
8. My lesson aligns with Florida Standards.										
9. My lesson will impact student achievement.										
10. My praise to correction ratio is at least 3 praises to 1 correction.										
11. There was little time wasted during the lesson.										
12. I clearly understand what my students know and don't know.										

What areas would you like to further discuss with your mentor to strengthen your skills:

