



## School District of Indian River County African American Achievement Plan 2020 -2021 Assurances of Implementation of Action Steps



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides district level evidence of progress towards accomplishing action steps incorporated into the African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the director of each department:

- Action steps included within the 2020-2021 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 5/28/2021 *SB* (initials)

### Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

This year the recruitment efforts of the district have been focused on building a strong recruiting program, strategic hiring, and increased support for new hires. The WE PROMISE recruiting program explains the strengths of SDIRC and the reasons a candidate should choose SDIRC over other districts. This program encompasses the mentor program, leadership academies, support provided, as well as professional development on equity, implicit bias, and courageous conversations. Strategic hiring includes increased interactions with candidates of HBCUs, increased collaboration with community members and IRCEA to discuss recruiting strategies, increased involvement of African American staff in recruiting fairs, and increased support for new hires from Curriculum and Instruction, Office of Strategic Planning, and Human Resources.

This year the efforts of the district to achieve equitable representation of African American Teachers and Instructional Staff have been focused on the marketing of SDIRC on social media, the posting of instructional vacancies to a more diverse audience through Diversity in Education, Handshake, and social media, and strategic hiring which includes increased interactions with candidates of HBCUs, increased collaboration with community members and IRCEA to discuss recruiting strategies, increased involvement of African American staff in recruiting fairs.



The implementation of the Office of Advocacy, Athletics, and Student Activities has been successful and built a strong foundation of relationship building between stakeholders. The implementation of the Good Cause Committee has established eligibility standards for extracurricular activities when students face undue hardship(s).

Opportunities for growth include continuing to build relationships with HBCUs and other colleges and universities as well as fraternities and sororities. There will also be a focus on supporting our school administration teams through the recruitment, hiring, and retention of staff. This is also opportunity for growth in community building with partners to bring awareness of activities and opportunities for our students.



**SDIRC Quarterly Action Step Update – Human Capital & Operations**



**Component: African American Achievement Plan 2020 – 2021**

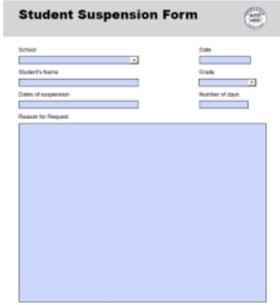
**Last Date of Review:** 5/28/2021

**Action Steps:** 1.10, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29 & 4.32

**Action Step 1.11**

<p>Summary of programs to ensure fundraising is taking place to mitigate costs for students</p>	<p>The following explains efforts to mitigate costs for students.</p> <p>Summary of Middle Schools (two schools)</p> <ul style="list-style-type: none"> <li>Boys Basketball – Selling water and Gatorades</li> <li>Girls Basketball – Concessions &amp; Gatorades</li> <li>Athletics – T-shirt sales</li> <li>Athletics – Ticket sales and concession</li> <li>Athletics – Face masks</li> </ul>
<p>Results of student committee meetings to share opportunities to diversify extracurricular activities</p>	<ul style="list-style-type: none"> <li>Communication and dialog evidenced</li> <li>Effective forums by African American Student Council</li> <li>Community awareness increased</li> <li>(More pending)</li> </ul>

**Action Step 2.5**

<p>Report with documentation of approval in FOCUS by the principal’s supervisor prior to student assignment to OSS</p>	<div style="text-align: center;">  <p><b>2020-2021 PROTOCOL for OSS APPROVAL</b></p> </div> <p><b>In the event of a request for OSS as result of an ODR incident, please follow the steps below:</b></p> <ol style="list-style-type: none"> <li>ODR completed in FOCUS</li> <li>Call Mr. Bass to discuss incident, if OSS is approved go to step 3</li> <li>Complete Student Suspension Form</li> </ol> <div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>After completing form, email form to Marie-Solange Correa, Beth Hofer, and Scott Bass</li> </ol> <p>If you have any questions, please call or e-mail Mr. Scott Bass.</p>
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**Action Step 4.1**

Narrative of recruiting efforts

This year the **recruitment efforts** of the district have been focused on building a strong recruiting program, strategic hiring, and increased support for new hires. The WE PROMISE recruiting program explains the strengths of SDIRC and the reasons a candidate should choose SDIRC over other districts. This program encompasses the mentor program, leadership academies, support provided, as well as professional development on equity, implicit bias, and courageous conversations. Strategic hiring includes increased interactions with candidates of HBCUs, increased collaboration with community members and IRCEA to discuss recruiting strategies, increased involvement of African American staff in recruiting fairs, and increased support for new hires from Curriculum and Instruction, Office of Strategic Planning, and Human Resources. From April 1-May 25, 2021, 8/15 candidates hired are African American or 53% of NEW TEACHERS hired. With another 14 candidates in the hiring process, 10/14 are African American or 71% in process. That would be a total of 18/29 or 62% of current NEW TEACHERS are African American candidates.

This year the **efforts of the district to achieve equitable representation of African American Teachers and Instructional Staff** have been focused on the marketing of SDIRC on social media, the posting of instructional vacancies to a more diverse audience through Diversity in Education, Handshake, and social media, and strategic hiring which includes increased interactions with candidates of HBCUs, increased collaboration with community members and IRCEA to discuss recruiting strategies, increased involvement of African American staff in recruiting fairs, and increased support for new hires from Curriculum and Instruction, Office of Strategic Planning, and Human Resources.





CAREER FAIR	DATE	TIME	Member #1	Member #2	Member #3
FAMU	1/27	10:00am	Beth Hofer	Jayde Norwood	Germaine Johnson
UGA	2/3	12:00	Beth Hofer	Terri Beckham	
DELAWARE STATE UNIVERSITY	2/16	1-4pm	Beth Hofer	Eric Seymour	
GRAMBLING STATE UNIVERSITY	2/16	12-6pm	Beth Hofer		
USC	2/9	3:00	Beth Hofer	Ramon Echeverria	
FIU	2/24	11:00	Beth Hofer		
HOWARD UNIVERSITY	2/25	1:00	Beth Hofer	Germaine Johnson	Ataaba Patterson
NC A&T STATE UNIVERSITY	3/9	12-3pm	Beth Hofer	Jayde Norwood	Ataaba Patterson
FAMU	3/17	10:00	Beth Hofer	Jayde Norwood	Ataaba Patterson
BETHUNE-COOKMAN	3/17	3-7pm	Beth Hofer	Chris Cummings	
Florida Fund for Minority	3/20	9-5	Beth Hofer	Cindy Emerson	
UAB	3/31	9:30-3:30pm	Beth Hofer	Germaine Johnson	Cindy Emerson
UCF	3/26	10-1pm	Beth Hofer	Terri Beckham	
Norfolk State University	3/31		Beth Hofer	Germaine Johnson	Cindy Emerson
SDIRC Virtual Career Fair (hosted by Diversity in Ed)	4/8	10-4pm	RECRUITMENT TEAM AND ALL SCHOOLS	ALL MEMBERS and ALL SCHOOLS and TRANSPORTATION	
Diversity in Education	4/14	12-5pm	Beth Hofer	Germaine Johnson	Cindy Emerson
Diversity in Education	6/5		Beth Crisafulli	TBD	TBD
Florida Statewide Job Fair	6/10	9-4pm	Beth Crisafulli	TBD	TBD



\*Attach email correspondence showing connections and dates made

**Action Steps 4.2, 4.10, 4.11, 4.18, 4.21, 4.27 & 4.32**

<p>Dates of travel to HBCUs &amp; budget</p>	<p>All career fairs were virtual for the school year 2020-2021.</p> <table border="1"> <thead> <tr> <th>Facility</th> <th>Department</th> <th>Fund</th> <th>Function</th> <th>Object</th> <th>Project</th> <th>Program</th> <th>Year</th> <th>Budgeted</th> <th>Committed</th> <th>Encumbered</th> <th>Expended MTD</th> <th>Expended QTD</th> <th>Expended YTD</th> <th>Balance</th> <th>Percent</th> <th>Visual Percent</th> </tr> </thead> <tbody> <tr> <td>9400</td> <td>00</td> <td>100</td> <td>7731</td> <td>2200</td> <td>1999</td> <td></td> <td>2020-2021</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>4.38</td> <td>4.38</td> <td>-1.38</td> <td>0.00</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>2400</td> <td>1999</td> <td></td> <td>2020-2021</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>4.79</td> <td>4.79</td> <td>-1.79</td> <td>0.00</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>3300</td> <td>1999</td> <td></td> <td>2020-2021</td> <td>823.00</td> <td>0.00</td> <td>424.71</td> <td>0.00</td> <td>174.29</td> <td>174.29</td> <td>223.00</td> <td>27.10</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>3900</td> <td>1999</td> <td></td> <td>2020-2021</td> <td>3,755.14</td> <td>177.07</td> <td>0.00</td> <td>925.51</td> <td>2,084.03</td> <td>5,574.03</td> <td>0.00</td> <td>0.00</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>5100</td> <td>1999</td> <td></td> <td>2020-2021</td> <td>4,500.00</td> <td>0.00</td> <td>0.00</td> <td>1,162.33</td> <td>4,037.22</td> <td>5,783.95</td> <td>714.05</td> <td>10.99</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>7300</td> <td>1999</td> <td></td> <td>2020-2021</td> <td>15,451.46</td> <td>0.00</td> <td>0.00</td> <td>100.00</td> <td>8,960.00</td> <td>15,274.00</td> <td>177.46</td> <td>1.15</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>7500</td> <td>1999</td> <td></td> <td>2020-2021</td> <td>2,000.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>93.00</td> <td>93.00</td> <td>1,907.00</td> <td>95.25</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Page Totals</td> <td>28,529.58</td> <td>177.07</td> <td>424.71</td> <td>1,788.46</td> <td>15,954.76</td> <td>24,911.44</td> <td>3,016.36</td> <td>10.57</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Grand Totals</td> <td>28,529.58</td> <td>177.07</td> <td>424.71</td> <td>1,788.46</td> <td>15,954.76</td> <td>24,911.44</td> <td>3,016.36</td> <td>10.57</td> <td></td> </tr> </tbody> </table> <p>Please see attached budget sheet.</p>	Facility	Department	Fund	Function	Object	Project	Program	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	Visual Percent	9400	00	100	7731	2200	1999		2020-2021	0.00	0.00	0.00	0.00	4.38	4.38	-1.38	0.00						2400	1999		2020-2021	0.00	0.00	0.00	0.00	4.79	4.79	-1.79	0.00						3300	1999		2020-2021	823.00	0.00	424.71	0.00	174.29	174.29	223.00	27.10						3900	1999		2020-2021	3,755.14	177.07	0.00	925.51	2,084.03	5,574.03	0.00	0.00						5100	1999		2020-2021	4,500.00	0.00	0.00	1,162.33	4,037.22	5,783.95	714.05	10.99						7300	1999		2020-2021	15,451.46	0.00	0.00	100.00	8,960.00	15,274.00	177.46	1.15						7500	1999		2020-2021	2,000.00	0.00	0.00	0.00	93.00	93.00	1,907.00	95.25									Page Totals	28,529.58	177.07	424.71	1,788.46	15,954.76	24,911.44	3,016.36	10.57									Grand Totals	28,529.58	177.07	424.71	1,788.46	15,954.76	24,911.44	3,016.36	10.57	
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<p>Documentation of publicity materials, community</p>	<p>TeachIR ACADEMY- Department of Recruitment and Educator Quality in cooperation with Indian River State College, VBHS, and SRHS are implementing a TEACHER ACADEMY for 2021-2022.</p>																																																																																																																																																																										

partnerships, list of candidates, recruitment videos, etc., & Tour of Schools

Students interested in becoming a teacher would join the FFEA chapter at the high school and begin a course of dual enrollment courses designed to culminate in an AA degree and Conditional Contract for Employment with SDIRC upon completion of Bachelor's Degree and necessary requirements.



## SDIRC TeachIR Academy



In partnership with Indian River State College (IRSC), the School District of Indian River County is offering a dual enrollment program for students to earn their Associates of Arts in Education in concert with their high school diploma. Students in the TeachIR Academy seeking an AA in Education from IRSC will follow the sample course progression track below. All students will need to meet the requirements for high school graduation as well as the requirements for an AA. Classes may be different per student. For example, a 9<sup>th</sup> grade student might take English, English Honors, IB English or AP English to meet the requirement for high school graduation. All students interested should schedule an appointment with a school counselor.

	9 <sup>th</sup> Grade Spring	10 <sup>th</sup> Grade Fall	10 <sup>th</sup> Grade Spring	11 <sup>th</sup> Grade Fall	11 <sup>th</sup> Grade Spring	12 <sup>th</sup> Grade Fall	12 <sup>th</sup> Grade Spring
HS English	HS English I	HS English II	HS English II		IRSC English Comp I ENCL101	IRSC English Comp II ENCL102	
Mathematics	HS Math	HS Math	HS Math	IRSC Intermediate Algebra MAT1033 (Depending on placement score)	IRSC College Level Math	IRSC College Level Math	
Science	HS Enviro. Science	HS Biology	HS Biology	HS Chemistry	HS Chemistry	IRSC Science Course	IRSC Science Course
Social Science		HS World History	HS World History	IRSC American History ANH2010	IRSC American History ANH2020	IRSC Econ. Financial Literacy EC03013	IRSC American Government PGS1041 IRSC Introduction to Psychology PSY2012
Humanities					IRSC Music and Music Therapy MUT2100		IRSC Art Appreciation ARH0000
Foreign Language	HS Spanish I	HS Spanish II	HS Spanish II				
Electives	HS or IRSC Student Success SLS1101	IRSC General Teaching Skills EDG2031	IRSC Intro to Special Education EEK2010	IRSC Speech SPC1017	IRSC Intro to the Teaching Profession EDP2005 (15 hours of Classroom Observation)	IRSC Educational Psychology EDP2002	IRSC Intro to Sociology SYG2000



**SRHS** <https://srhs.indianriverschools.org/guidance>



**VBHS** <https://vbhs.indianriverschools.org/guidance>

FFEA CHAPTERS- by end of 2020-2021, all middle schools and both high schools will have an official chapter of FFEA in place for the 2021-2022 school year. These FFEA clubs will promote diversity and equity and focus on a career in teaching.

The Department of Recruitment through HANDSHAKE, Twitter, and email continues to establish relationships with HBCUs.

NEW EMPLOYEE and NEW TEACHER ORIENTATION- Orientations for both employee groups were held in July/August of 2020. Midyear orientations occurred on January 26<sup>th</sup> and 27<sup>th</sup> of 2021. This was a joint effort with the Curriculum and Instruction and Instructional Technology departments. The 2021 NEW EMPLOYEE ORIENTATION is scheduled for July 27, 28, 29<sup>th</sup>.

# New Employee Orientation



2021-2022

JOIN US

**JULY 27TH FROM 3-5 PM (DISTRICT OFFICE)**

LAST NAMES A-M 3:00-4:00

LAST NAMES M-Z 4:00-5:00

**JULY 28TH AND 29TH FROM 8-4 PM (SRHS)**

**SEBASTIAN RIVER HIGH SCHOOL**

9001 SHARK BOULEVARD

SEBASTIAN, FL 32958

DURING THESE SESSIONS, WE WILL ORIENT YOU WITH IMPORTANT DISTRICT OFFERINGS, POLICIES, PROCEDURES, STRATEGIES, AND SO MUCH MORE!



Scan the QR Code below to register.



LUNCH WILL BE PROVIDED

QUESTIONS: CALL TERRI BECKHAM AT 772-564-3025 OR ANITRA CUMMINGS AT 772-564-3131

The SDRIC Recruitment Team is working on a new initiative called: **Treasures-R-US** which will be a list of all community partners in recruiting and the discounts or offers available to teachers in Indian River County. This program will be advertised on social media and the district website as well as part of the new on-boarding WELCOME Treasure Box! For the summer of 2021, we will have a summer intern from an HBCU working as an Office of Human Capital Aide. The intern will be focusing on recruiting, on-boarding, and community engagement projects for 2021-2022 school year.

Dates of Workforce Housing Committee meetings

Meetings held:  
January 19, 2021  
April 21, 2021  
Next meeting:  
July 21, 2021

# HOUSING

The Workforce Housing Committee is looking at opportunities to create housing for teachers.

- Rentals
- "Teacher town"
- Mortgage Assistance

Partners in Recruitment (housing)

- Directing all candidates and partners to the Recruit SDIRC Facebook page
- Working on Sponsorship opportunities



List of recruitment videos & dates shared through social/electronic media formats

The Department of Recruitment and Retention utilizes Facebook and Twitter for social media advertising and marketing- @recruitSDIRC



Laurel Agency, Inc.  
REAL ESTATE

608  
People Reached

6  
Engagements

Boost Post

1 Share

Like

Comment

Share



Comment as Recruit SDIRC



Recruit SDIRC

April 15 · 🌐



Indian River County hotels! Who would like to sponsor a new teacher visit? Please call Beth Hofer, Director of Recruitment, at 772-564-3148. We want our potential candidates to have the opportunity to visit and see why Indian River County is the place to start their teaching career! #bestbykids

24  
People Reached

0  
Engagements

Boost Post

Like

Comment

Share



Comment as Recruit SDIRC



Recruit SDIRC

April 15 · 🌐



Ok realtors! I have a potential candidate looking to relocate and rent for a year. What kind of incentives can we provide to help with relocation costs? First, last, and security is a lot for a new teacher fresh out of college.

SDIRC Recruitment Video: <https://www.youtube.com/watch?v=HBmCeAgfpfU>



Recruit SDIRC

March 9 at 3:12 PM · 🌐



Did you know that SDIRC has an amazing New Teacher Program which includes a mentoring program? #support #WEpromise  
Check out our SDIRC Recruitment Video at <https://www.youtube.com/watch?v=HBmCeAgfpfU>



\*Attach travel logs, career fair events, minority recruitment information (including dates)

**Action Step 4.3**

<p>Dates of Collaboration with the Teachers' Union</p>	<p>The Director of Recruitment and The President of IRCEA initially met on July 16, 2020 and May 27, 2021 to review the SDIRC Recruitment Plan and recruitment strategies for the 2020-2021 school year. The Vice President of the IRCEA, Mr. Germaine Johnson, has participated in several career fairs this year. At each fair, we take time to discuss efforts and future plans and get input and feedback. Those dates are as follows: 1/27, 2/25, 3/31, and 4/14.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr> <th>CAREER FAIR</th> <th>DATE</th> <th>TIME</th> <th>Member #1</th> <th>Member #2</th> <th>Member #3</th> </tr> </thead> <tbody> <tr> <td>FAMU</td> <td>1/27</td> <td>10:00am</td> <td>Beth Hofer</td> <td>Jayde Norwood</td> <td>Germaine Johnson</td> </tr> <tr> <td>UGA</td> <td>2/3</td> <td>12:00</td> <td>Beth Hofer</td> <td>Terri Beckham</td> <td></td> </tr> <tr> <td>DELAWARE STATE UNIVERSITY</td> <td>2/16</td> <td>1-4pm</td> <td>Beth Hofer</td> <td>Eric Seymour</td> <td></td> </tr> <tr> <td>GRAMBLING STATE UNIVERSITY</td> <td>2/16</td> <td>12-6pm</td> <td>Beth Hofer</td> <td></td> <td></td> </tr> <tr> <td>USC</td> <td>2/9</td> <td>3:00</td> <td>Beth Hofer</td> <td>Ramon Echeverria</td> <td></td> </tr> <tr> <td>FIU</td> <td>2/24</td> <td>11:00</td> <td>Beth Hofer</td> <td></td> <td></td> </tr> <tr> <td>HOWARD UNIVERSITY</td> <td>2/25</td> <td>1:00</td> <td>Beth Hofer</td> <td>Germaine Johnson</td> <td>Ataaba Patterson</td> </tr> <tr> <td>NC A&amp;T STATE UNIVERSITY</td> <td>3/9</td> <td>12-3pm</td> <td>Beth Hofer</td> <td>Jayde Norwood</td> <td>Ataaba Patterson</td> </tr> <tr> <td>FAMU</td> <td>3/17</td> <td>10:00</td> <td>Beth Hofer</td> <td>Jayde Norwood</td> <td>Ataaba Patterson</td> </tr> <tr> <td>BETHUNE-COOKMAN</td> <td>3/17</td> <td>3-7pm</td> <td>Beth Hofer</td> <td>Chris Cummings</td> <td></td> </tr> <tr> <td>Florida Fund for Minority</td> <td>3/20</td> <td>9-5</td> <td>Beth Hofer</td> <td>Cindy Emerson</td> <td></td> </tr> <tr> <td>UAB</td> <td>3/31</td> <td>9:30-3:30pm</td> <td>Beth Hofer</td> <td>Germaine Johnson</td> <td>Cindy Emerson</td> </tr> <tr> <td>UCF</td> <td>3/26</td> <td>10-1pm</td> <td>Beth Hofer</td> <td>Terri Beckham</td> <td></td> </tr> <tr> <td>Norfolk State University</td> <td>3/31</td> <td></td> <td>Beth Hofer</td> <td>Germaine Johnson</td> <td>Cindy Emerson</td> </tr> <tr> <td>SDIRC Virtual Career Fair (hosted by Diversity in Ed)</td> <td>4/8</td> <td>10-4pm</td> <td>RECRUITMENT TEAM AND ALL SCHOOLS</td> <td>ALL MEMBERS and ALL SCHOOLS and TRANSPORTATION</td> <td></td> </tr> <tr> <td>Diversity in Education</td> <td>4/14</td> <td>12-5pm</td> <td>Beth Hofer</td> <td>Germaine Johnson</td> <td>Cindy Emerson</td> </tr> <tr> <td>Diversity in Education</td> <td>6/5</td> <td></td> <td>Beth Crisafulli</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>Florida Statewide Job Fair</td> <td>6/10</td> <td>9-4pm</td> <td>Beth Crisafulli</td> <td>TBD</td> <td>TBD</td> </tr> </tbody> </table>	CAREER FAIR	DATE	TIME	Member #1	Member #2	Member #3	FAMU	1/27	10:00am	Beth Hofer	Jayde Norwood	Germaine Johnson	UGA	2/3	12:00	Beth Hofer	Terri Beckham		DELAWARE STATE UNIVERSITY	2/16	1-4pm	Beth Hofer	Eric Seymour		GRAMBLING STATE UNIVERSITY	2/16	12-6pm	Beth Hofer			USC	2/9	3:00	Beth Hofer	Ramon Echeverria		FIU	2/24	11:00	Beth Hofer			HOWARD UNIVERSITY	2/25	1:00	Beth Hofer	Germaine Johnson	Ataaba Patterson	NC A&T STATE UNIVERSITY	3/9	12-3pm	Beth Hofer	Jayde Norwood	Ataaba Patterson	FAMU	3/17	10:00	Beth Hofer	Jayde Norwood	Ataaba Patterson	BETHUNE-COOKMAN	3/17	3-7pm	Beth Hofer	Chris Cummings		Florida Fund for Minority	3/20	9-5	Beth Hofer	Cindy Emerson		UAB	3/31	9:30-3:30pm	Beth Hofer	Germaine Johnson	Cindy Emerson	UCF	3/26	10-1pm	Beth Hofer	Terri Beckham		Norfolk State University	3/31		Beth Hofer	Germaine Johnson	Cindy Emerson	SDIRC Virtual Career Fair (hosted by Diversity in Ed)	4/8	10-4pm	RECRUITMENT TEAM AND ALL SCHOOLS	ALL MEMBERS and ALL SCHOOLS and TRANSPORTATION		Diversity in Education	4/14	12-5pm	Beth Hofer	Germaine Johnson	Cindy Emerson	Diversity in Education	6/5		Beth Crisafulli	TBD	TBD	Florida Statewide Job Fair	6/10	9-4pm	Beth Crisafulli	TBD	TBD
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\*Attach meeting minutes along with topics discussed

**Action Steps 4.4, 4.14, 4.15, 4.16, 4.25 & 4.29**

<p>Report of materials being handed out during recruiting events</p>	<p>The WE PROMISE Letter for Candidates                  The SDIRC Mentor Brochure                  The SDIRC Recruiting Video                  The SDIRC School Choice Booklet</p>
<p>List of Mentor-Mentee assignments and summary of feedback on current work/school conditions for success</p>	<p>See attached</p>
<p>Documentation of retired African American teachers and administrators serving as informal mentors</p>	<p>Not in place at this time.</p>
<p>Summary of feedback on the WEPromise Program</p>	<p>New Teacher survey results attached.</p>

\*Attach flyers, publicity materials, social media postings, rosters

**Action Step 4.6**

Dates of meetings between SDIRC & IRSC for Teacher Academy Program	August 18, 2020 October 8, 2020 October 26, 2020 November 17, 2020 January 14, 2021
IRSC/SDIRC student survey results of potential future educators	FFEA Clubs are being established at each middle and high school to share information about a future career in education.

**Action Steps 4.7, 4.12, 4.24 & 4.25**

Documentation of structured interviewing protocol, interviewing documents, and hiring practices to ensure a diverse staff	The Human Resource Department continues to use the structured interviewing protocol and forms. Culturally Responsive Interviewing Questions are utilized during the interview process. PD has been offered to all Principals and APs through CANVAS. The course has also been offered to HR staff.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Interview Committee	67	11	26		1
Total Percentage Breakdown of Interview Committee	64%	10%	25%		1%

\*Attach examples of PD & Exit Tickets from applicants related to culturally competent interviewing strategies.

**Action Step 4.8**

	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Applicants for Instructional Vacancies	1642	233	363	35	13
Total Percentage Breakdown of Applicants for Instructional Vacancies	72%	10%	16%	2%	1%

**Action Steps 4.9, 4.13, 4.19, 4.20, 4.26 & 4.28**

Racial/Ethnic Breakdown of Instructional Staff and Retention Rates					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Instructional Staff	939	69	122	11	7
Total Percentage Breakdown of Instructional Staff	82%	6%	11%	1%	1%
Total Number Breakdown of Retention Rates	895	67	118	10	7
Total Percentage of Breakdown of Retention Rates	95%	97%	97%	91%	100%
Summary on the use of Performance and Improvement Plans and corrective actions taken prior to termination	Each school administration implements PIP and the success of the plans.				

\*Attach breakdowns by School

**Action Step 4.23**

Reading Certifications	Please see list of Reading teachers for Intensive Reading classes below.
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Documentation of teachers, including their certifications, assigned to Intensive Reading classes

School	Certification (Elementary Education includes READING K- 6)
<b>Oslo Middle School Teachers</b>	
Campbell, Cheryl	Reading, General Science, Elementary Education, ESOL
Kehoe, Susan	English, ESOL
McMullen, Melanie	English, ESOL, Psychology, Reading
Schwager, Heide	Elementary Education, English, ESOL, Primary Education, Reading
Smith, Lyn K.	Early Childhood Education, Elementary Education, ESOL, Reading
Whyly Gregory, Donna	Elementary Education, ESOL, Exceptional Student Education, Reading
<b>Sebastian River High School Teachers</b>	
Arce, Joshua	English, ESOL, Middle Grades Integrated Curriculum, Reading
Cornacchione, Ann Marie	Elementary Education, ESOL, Reading, Varying Exceptionalities
Howder, Celeste J	Elementary Education, ESOL, Reading
Bruce, Gayle	Elementary Education, ESOL, Primary Education, Reading
Platt, Jeanne Stewart	Reading, Athletic Coaching, Elementary Education, Physical Education
<b>Gifford Middle School Teachers</b>	
Browning, Kristina	Elementary Education, ESOL, Exceptional Student Education
Ellis, Maxy B	Drama, English, Reading
Harris, Nancy	Elementary Ed, EH, English, Middle Grades Integrated, SLD
Surovy, Wendy	Elementary Education
Taylor, Carol	Reading, Exceptional Student Education
<b>Storm Grove Middle School Teachers</b>	
Angie Sanders	ESOL, Elementary Education K-6
Sonya Bradley-Williams	Reading & ESOL Endorsement , Elementary Ed, Mentally Handicapped K-12
Jessica Hennen	ESOL, Elementary Ed K-6, Reading Endorsment
Shana Nathaniel	Elementary Education, ESOL, Exceptional Student Education, Reading
Jennifer Freeland	Elementary Education, Reading, ESOL
<b>Sebastian River Middle School Teachers</b>	
Coppola, Carol	Elementary Education, ESOL, Primary Education, Reading
Dotson, Sharon	ESOL, Exceptional Student Education, Middle Grades Integrated, Reading
McCombs-Owens, Shameka	English, ESOL, Exceptional Student Education, Reading
Pagan, Karen	Elementary Ed, ESOL, ESE, PE, PreK/Primary Education, Spanish
Santiago, Tracey	Elementary Education, English, ESOL, Reading
Sturgeon, Christine	Educational Media Specialist, Elementary Education, ESOL, Reading
<b>Vero Beach High School</b>	
Wynn, Beth	Elementary Education, ESOL, Prekindergarten/Primary Education, Reading
Molton, Dawn	Elementary Education, ESOL, Reading
Plunkett, Mitzi	ESOL, Business Ed, Marketing, Reading
Sauerman, Elaine	Business Ed, Elementary Ed, ESE, Reading, Social Science
Barentine, Amy	Elementary Education, ESOL, Reading

ID	Start time	Did you mentor a new teacher this year?	Was this new teacher on a Temporary Teaching Certificate?	What is the level of impact do you feel you had on this teacher?	Do you feel you were well equipped to mentor this new teacher?	What training or professional learning would be helpful when mentoring a new teacher?	What was one of the most rewarding experiences when mentoring a new teacher this year?	What was one of the most challenging experiences or barriers when mentoring a new teacher this year?	Would you be willing to mentor a new teacher again in the future?
1	4/23/21 19:00:59	Yes	Yes	Strong impact	Yes	I'm not sure!	When he experienced moments of success as a teacher! Also- every time he felt safe enough to come to me!	Not knowing exactly what they need sometimes until they already needed it.	Yes
2	4/23/21 19:51:26	Yes	Yes	Somewhat of an impact	Yes	It would be helpful to be trained in the new BEST ELA standards for next year.	Seeing the teacher becoming more confident and able to initiate new learning was very rewarding.	Managing priorities and expectations was the most difficult part of mentoring a new teacher. There is only so much time and so many barriers to success.	No
3	4/23/21 21:07:36	Yes	Yes	Strong impact	Yes	Certification expectations, info about beacon classes	Watching her grow in her understanding of the profession, applying ideas I had provided, and acknowledging her own improvements.	Teacher greatly struggled with passing certification exams	Yes
4	4/24/21 7:42:39	Yes	No	Strong impact	Yes	Na	Making a new friend and helping her establish her own set up and routines	COVID and being quarantined.	Yes
5	4/24/21 10:25:29	Yes	No	Strong impact	Yes	A refresher, since I went thru the mentor training over 15 years ago, on the new supports available and other strategies to help us support new teachers.	this whole year with her has been since she came in Dec. Her enthusiasm and open mindedness to explore opportunities.	She was in a different grade level.	Yes
6	4/25/21 12:41:51	Yes	No	Strong impact	Yes	Professional learning together on their goals. Time and coverage to go observe effective teaching practices together.	Watching him grow and take on new strategies without hesitation.	Finding the time to meet other than planning meetings.	Yes
7	4/25/21 17:53:55	Yes	No	Somewhat of an impact	Yes	time	Helping her and watching when she was excited	time-no time to go into her class, no time to stop by we maybe met twice a month.	Maybe
8	4/25/21 19:31:04	Yes	I am not sure.	Somewhat of an impact	Yes	I like that you send me her survey so I know where to start the conversation.	Doing walkthroughs and seeing the explicit instruction as well as accountable talk.	None	Yes
9	4/26/21 7:02:22	Yes	No	Strong impact	Yes	I know my mentees wanted to learn more about how to deal with difficult students.	The relationship that was formed.	none	Yes
10	4/26/21 7:01:50	Yes	I am not sure.	Somewhat of an impact	Somewhat	help mentor teachers, I just feel that the teacher I had as a mentee would have been better served by someone in her same area of teaching. I think requiring the mentor and mentee to keep track of meetings and have minutes that are documented would be of help. Even if they are only quick check ins, I think mentees would feel more of a responsibility to meet. I don't think it's essentially anything that is a PD, in that regard, for my end. I do believe if the mentee is a NEW teacher, there should be PD that they are required to attend on classroom management and	I like being able to help out and answer questions when a mentee has one or more. I enjoy being someone who can help out.	I think it was the fact that my mentee was a special area teacher, while I am a classroom teacher. There were specific things she may have needed that would have been more impactful if she had a special area teacher mentoring her. My mentee didn't reach out as much as I would have liked, and didn't seem to feel that she would have benefited more from talking and problem solving with me. She's quite young and headstrong. She would have benefited from classroom management PD, but was not open to truly listening about strategies she could use.	Yes

ID	Start time	Did you mentor a new teacher this year?	Was this new teacher on a Temporary Teaching Certificate?	What is the level of impact do you feel you had on this teacher?	Do you feel you were well equipped to mentor this new teacher?	What training or professional learning would be helpful when mentoring a new teacher?	What was one of the most rewarding experiences when mentoring a new teacher this year?	What was one of the most challenging experiences or barriers when mentoring a new teacher this year?	Would you be willing to mentor a new teacher again in the future?
11	4/26/21 7:44:05	Yes	No	Somewhat of an impact	Yes	I would like to go through the training for being a mentor teacher again as I am interested in participating in the student teacher program. It has been at least 8 years since I had the training.	One of the most rewarding experiences this year has been watching my teachers come into their own. They needed me less and less for advice throughout the year.	The most challenging experience was finding a common time to meet with one of my teachers.	Yes
12	4/26/21 8:00:42	Yes	No	Somewhat of an impact	Yes	How to give constructive criticism.	Feeling that I was helping her become a better teacher and helping her with issues.	When she would not take my advice or follow through with what we discussed.	Yes
13	4/26/21 8:07:31	Yes	No	Somewhat of an impact	Yes	a refresher course in mentoring	Seeing what a dedicated teacher my mentee is and how willing she is to learn and ask questions when needed - we had a unique situation because she is a PE teacher and I teach 5th grade - but I feel I was able to help her with classroom management.	having a different schedule and the fact that she is a PE teacher and I'm a classroom teacher	Yes
14	4/26/21 8:26:08	Yes	No	Somewhat of an impact	Yes	Classroom management, Differentiation	Teacher had an excellent evaluation from the administrator! :)	Teachers are burnt out and often too tired to hear what you are trying to help them with.	Yes
15	4/26/21 8:43:32	Yes	No	Somewhat of an impact	Yes	Lesson planning and differentiation for new teachers. My mentee had a hard time with that this year.	Seeing her become confident with her abilities during such a tough year.	I love mentoring new teachers! But with my position, it was very hard for my mentee and I to meet during school hours. I feel like I did not support her the best I could have if we had the same schedule. I am a reading interventionist, serving 50 students every day so my schedule is jam packed. I supported her the best I could, but feel like I could have done more.	Maybe
16	4/26/21 8:44:32	Yes	Yes	Strong impact	Yes	Training on how to de-stress the new teacher so they can relax more.	When they are able to help the mentor out with a topic.	No barriers.	Yes
17	4/26/21 9:16:07	Yes	Yes	Strong impact	Yes	How to talk to mentee about observing them/giving them feedback. This is difficult and many do not want people in their classrooms.	Seeing him take my modules and turn them into his own to customize it for his learners. That was great! He also stepped up and asked to help create the modules, it was amazing to see him love having another person to share resources and bounce ideas off one another.	people that teach 8th grade US History and 2 are brand new teachers. It was extremely frustrating and difficult, especially after returning in Oct from Maternity Leave and becoming Dept. Chair. I felt like I was carrying the weight of everything, it was expected from my admin to teach these 2 men that have never been in the classroom before everything about teaching, while trying to keep myself afloat. So I finally reached out to Terri about just having just one mentee, that helped a lot. I also fear a lot of teachers leaving at the end of this school year.	Yes

ID	Start time	Did you mentor a new teacher this year?	Was this new teacher on a Temporary Teaching Certificate?	What is the level of impact do you feel you had on this teacher?	Do you feel you were well equipped to mentor this new teacher?	What training or professional learning would be helpful when mentoring a new teacher?	What was one of the most rewarding experiences when mentoring a new teacher this year?	What was one of the most challenging experiences or barriers when mentoring a new teacher this year?	Would you be willing to mentor a new teacher again in the future?
18	4/26/21 9:53:06	Yes	I am not sure.	Strong impact	Yes	I think the training that is already in place with the monthly meetings and Mindset Monday materials have been great!	It was wonderful to see her use classroom management strategies that we discussed and see her students turn around and become cooperative learners.	My new teacher had many illnesses and absences this school year, which made not only meeting with her difficult, but also slowed progress in her classroom, due to having several substitutes in her classroom.	Yes
19	4/26/21 10:09:53	Yes	Yes	Somewhat of an impact	Somewhat	Rather than have all of us (mentors and new teachers) watch someone tell us what s/he does in a classroom on days when we have in-service time, let the mentors and new teachers have that time to work together.	Watching the light turn on when the new teacher realized that a learning goal purchased from "Teachers Pay Teachers" wasn't the learning goal she really wanted, and proceeded to work on a learning goal specifically for her students and her students' needs.	Very little communication. It was difficult for me to determine if the new teacher had no questions because she was embarrassed to ask them, or because she didn't know what questions to ask, or because she really felt that she had this down.	Yes
20	4/26/21 12:52:00	Yes	No	Somewhat of an impact	Yes	I think just letting mentors know that not being too overwhelming and working out time schedules to meet is important.	She had stories of success to share with me and I loved hearing them!	Time	Yes
21	4/26/21 14:23:30	No							
22	4/26/21 14:24:50	Yes	No	Somewhat of an impact	Yes	PDs on how to use data effectively when working with testing grades.	Being a support to another teacher and sharing ideas and materials.	Scheduling was the most difficult obstacle.	Maybe
23	4/26/21 14:34:31	Yes	No	Somewhat of an impact	Yes	Time instead of STAR meetings	Collaboration	time to meet	Maybe
24	4/26/21 14:54:24	Yes	No	Somewhat of an impact	Yes	not sure	Being able to help the teacher and reduce the stress level.	If I had to pick something, it would be the different departments.	Maybe
25	4/26/21 15:17:42	Yes	No	Somewhat of an impact	Yes	Can't think of one at the moment.	Collaboration and talking about making plans to address situations. I think it is rewarding to both.	Honestly being close in proximity would be helpful. When I have a different planning period, different content, and different building it hinders my availability to connect.	Yes
26	4/26/21 18:03:52	Yes	No	Somewhat of an impact	Yes	Updated changes and procedures put in place by the district and state that affect us as teachers.	Watching the successes of the new teacher and how she has grown.	Finding time to really sit down and talk to each other.	Maybe
27	4/27/21 6:12:26	Yes	Yes	Somewhat of an impact	Yes	Check list to go through with them.	Seeing the growth.	They need to pass the General Knowledge Math Test. I need some guidance as to what is on this assessment to help them.	Yes
28	4/27/21 11:16:59	Yes	Yes	Somewhat of an impact	Yes	I would like to be able to better mentor a teacher on topics of not feeling guilty when all of the work can not get done in an 8-hour workday or M-F, but the weekends are needed to recharge-fighting teacher burnout, so to speak.	It was rewarding to support a mentee who completed the program after having been on maternity leave during a global pandemic and returned to teaching full time at brick and mortar.	Covid protocols at child care facilities and schools were a barrier. For one's own personal children, if something came up, either the mentor or mentee was out of work for days. Also, working through the quarantine online instruction piece with students who were out was a HUGE challenge.	Yes
29	4/28/21 16:38:45	No							
30	4/29/21 8:46:27	Yes	No	Somewhat of an impact	Yes	Classroom management skills	Watching the teacher make connections with her students	TIME	Yes
31	4/30/21 12:07:22	Yes	No	Strong impact	Yes	*	Watching both the teachers grow in their teaching and become acclimated to the campus.	Finding time.	Maybe

ID	Start time	Did you mentor a new teacher this year?	Was this new teacher on a Temporary Teaching Certificate?	What is the level of impact do you feel you had on this teacher?	Do you feel you were well equipped to mentor this new teacher?	What training or professional learning would be helpful when mentoring a new teacher?	What was one of the most rewarding experiences when mentoring a new teacher this year?	What was one of the most challenging experiences or barriers when mentoring a new teacher this year?	Would you be willing to mentor a new teacher again in the future?
32	4/30/21 12:07:33	Yes	No	Somewhat of an impact	Yes	Classroom Management, Standards-based instruction, student engagement, data monitoring.	It is always great when a new teacher is able to break through a challenge they are having with a student who is struggling and they finally make progress.	Finding time is always a struggle, especially during this year when there was little time without students. You have to get creative with meeting.	Yes
33	4/30/21 12:16:13	No							
34	4/30/21 12:13:59	Yes	Yes	Strong impact	Yes	Being up on the capabilities and functions of our district technology would be great (ex... knowing what's new in Focus, Frontline, etc.)	My new teacher is having a baby. Watching her change and adapt has brought back so many memories.	Transitional/Virtual teaching. My new teacher is an ART teacher...teaching that on-line when she is used to hands on painting, creating, pottery, etc - that has been a huge challenge.	Yes
35	4/30/21 12:17:36	Yes	I am not sure.	Strong impact	Yes	Yes. On the district's new policies.	Helping with the course pacing of AP World History. helping in how the readers ( I am an AP Reader) grade the DBQ	Time	Maybe
36	4/30/21 12:20:19	Yes	No	Strong impact	Yes	Not really training ----I think I would want to make a calendar/list of important dates that items are due. (progress reports, review of SIF/CUM, report cards, MTSS, iii, etc.....)	Being a person to ask questions to, non-judgemental and relaxed atmosphere.	time to meet with all of the time spent in planning and data. We met during her lunch.	Yes
37	4/30/21 12:21:45	Yes	No	Strong impact	Yes		Seeing her prioritize her time. That can be very tough. ;-)	I would have liked more time to be in her class more (or visa versa) to model things we discussed in our weekly check-ins.	Yes
38	4/30/21 12:38:24	Yes	Yes	Somewhat of an impact	Yes	Being aware of the classes or tests all mentees have to take (the progression) and the progression for your individual mentee.	Watching my mentee grow as a professional.	Time	Maybe
39	4/30/21 12:28:00	No							
40	4/30/21 12:53:43	Yes	Yes	Strong impact	Yes	A list of topics that we should cover with them	Working with my new teacher.	Scheduling	Yes
41	4/30/21 13:01:16	Yes	I am not sure.	Strong impact	Yes	Classroom management is something that new teachers can always work on. All teachers could benefit from different strategies for classroom management.	My mentee came in half way during the year and she was really struggling with the students and behaviors in her class. It was so amazing to hear the teacher try different strategies to help manage these students. She feels more confident with her teaching.	This teacher didn't start the year off so the students were set in some behaviors. Some students really were tricky. I observed and tried my best to give advice and strategies to help manage her classroom.	Yes
42	4/30/21 13:10:16	Yes	No	Somewhat of an impact	Yes	More streamlined district induction program	Seeing their successes	Personality and teaching styles must be congruent for optimal mentoring.	Yes
43	4/30/21 13:01:14	Yes	Yes	Somewhat of an impact	Yes	None	She passed her certification exams.	Different grade levels.	Maybe
44	4/30/21 13:22:30	Yes	Yes	Somewhat of an impact	Somewhat	Their requirements if they're on a Temporary Certificate.	Seeing those "lightbulb" moments	Not being listened to on advice that was given repeatedly.	Maybe
45	4/30/21 13:54:54	Yes	No	Strong impact	Yes	time aside for both to plan.	Made a friend !	Time	Maybe

ID	Start time	Did you mentor a new teacher this year?	Was this new teacher on a Temporary Teaching Certificate?	What is the level of impact do you feel you had on this teacher?	Do you feel you were well equipped to mentor this new teacher?	What training or professional learning would be helpful when mentoring a new teacher?	What was one of the most rewarding experiences when mentoring a new teacher this year?	What was one of the most challenging experiences or barriers when mentoring a new teacher this year?	Would you be willing to mentor a new teacher again in the future?
46	4/30/21 12:07:13	Yes	No	Strong impact	Yes	I'm not sure what training or professional learning would be helpful.	One of the most rewarding experiences mentoring this year was seeing my mentor implement the strategies that we discussed.	One of the most challenging experiences or barriers when mentoring a new teacher this year was seeing that there were more needs than I could help with alone. Seeing my mentee struggle this year was hard for me. I wanted to help more but could only do so much so other coaches and administrators were eventually needed.	Yes
47	4/30/21 14:19:32	Yes	No	Somewhat of an impact	Somewhat	I am a special area teacher (cultural arts) so I think that mentoring a new teacher in my area would be more beneficial. I feel that maybe I could have made more of an impact.	Having her share her accomplishments.	Most of our STAR Meetings were canceled.	Yes
48	4/30/21 14:40:37	Yes	I am not sure.	Strong impact	Yes	A little bit more clearly stated expectations.	Helping and giving advice. Getting the teacher used to the school procedures and the class link apps.	This was my 2nd year with this teacher and this year I am teaching remotely so we did not have the nads on and face to face. We met at Team meetings, phone, or text.	Yes
49	4/30/21 14:52:22	Yes	No	Strong impact	Yes	na	making a new friend and being a teammate in the same grade level team.	COVID issues	Yes
50	4/30/21 14:58:00	Yes	I am not sure.	Somewhat of an impact	Yes	Can't help here	Just the confidence they had to contact me for support.	My first mentee left the school system in January and I had to start over with a new teacher.	Yes
51	4/30/21 15:05:46	Yes	Yes	Strong impact	Yes	classroom management and time management	Seeing the teacher not repeating their mistakes and watching their confidence grow.	complaining. It was a stressful year and some things are beyond our control.	Yes
52	4/30/21 15:06:49	Yes	Yes	Somewhat of an impact	Somewhat	Not Sure?	Building a new relationship and being a support system.	Time.	Maybe
53	4/30/21 14:59:11	Yes	No	Strong impact	Yes	The meetings that were held on campus was adequate. It helped me know who to turn to when I had questions. The administration was very supportive as well. I didn't feel as though I needed further training/professional learning.	Seeing the new teacher starting to be more independent. Seeing him take things (classroom management, IEP development etc.) in his own direction yet liking what I saw.	The whole process is very time intensive.	Maybe
54	4/30/21 14:41:52	Yes	I am not sure.	Somewhat of an impact	Somewhat	Still working on my skill sets as a mentor and hope to keep improving.	Encouraging a teacher when they were having a hard day, seeing the result when they succeeded.	Schedule	Yes
55	4/30/21 15:33:29	Yes	No	Somewhat of an impact	Yes	None at this time.	Seeing her accomplish the goals she set for herself, be reflective and eagerly reach for new goals!	Watching her experience frustration with student behaviors and not being able to help her immediately fix the issue.	Yes
56	4/30/21 15:50:44	Yes	No	Strong impact	Yes	n/a	The ability to offer guidance	No ability to observe her (my planning time was her recess)	Yes

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57	4/30/21 15:43:07	Yes	No	Somewhat of an impact	Somewhat	I feel like I need more professional learning in areas outside of the general education classroom. My mentee was a special area teacher, and I did not have answers for all her questions especially when they related specifically to her subject/area. I also am not familiar with others in the district who teach the same subject/area as her, so I feel as if I need to get out of the classroom environment more.	One of the most rewarding experiences when mentoring this year was to see my mentee blossom and grow. I was inspired by her enthusiasm and impressed by the growth she made as an individual and teacher. There is no doubt that she will be a future leader in our district.	Finding time to meet was the most challenging thing this year. At our school, we supervise children daily before and after school. Our planning and lunch times never coincided, and this made it challenging to meet regularly.	Yes
58	4/30/21 13:02:55	Yes	No	Somewhat of an impact	Yes	I do not feel any trainings are needed at this time.	Being there for her/him when they needed help.	We both worked in ESE but different department, so I did not always have the answers for my new teacher.	Yes
59	4/30/21 16:27:48	No							
60	4/30/21 16:28:41	Yes	No	Somewhat of an impact	Yes	Maybe for new teachers that seem to have it all together/don't seem to need help...what to do for them. I often felt like my new teacher didn't need me.	I enjoy spending time with her. She's super sweet.	This year was rough in general. She was originally going to be my neighbor and teaching the same grade, but that changed quickly. So, again, it was challenging to meet with her.	Yes
61	4/30/21 16:57:06	Yes	Yes	Strong impact	Yes	Nothing	Knowing the new teacher felt comfortable to ask me anything	Time	No
62	5/2/21 15:37:44	Yes	Yes	Somewhat of an impact	Yes	I think this really varies due to what each teacher needs!	Seeing her successes and excitement when trying a new strategy that worked!	Lack of time for meetings! We could only meet after school which is hard when we have after school duties and then not being able to stay late.	Yes
63	5/2/21 17:02:28	Yes	I am not sure.	Somewhat of an impact	Yes	Time management skills.	Being able to provide options for dealing with a variety of situations.	Honestly, because Austyn has already been teaching for several years, she really didn't need a mentor as frequently as once a week. Trying to schedule weekly meetings was way more stressful than just getting together either when she needed assistance or during random check-in's, so that's what we ended up doing. I think there are some new teachers who would benefit from a weekly or bi-weekly set meeting time, but I think it really depends on the individuals as to how much time is required.	Yes
64	5/3/21 7:55:07	Yes	Yes	Strong impact	Yes	Setting up a welcome packet concerning items below.	Being able to answer questions about the generalities of the site, people to see about different items, where to find things and where and how to fill out certain forms.	Nothing really.	Yes
65	5/3/21 11:24:06	Yes	I am not sure.	Somewhat of an impact	Yes	A brochure of professional development offerings	Getting to know the teacher better .	Coordinating schedule	Maybe

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66	5/3/21 14:52:48	Yes	No	Strong impact	Yes	Felt fully prepared	Seeing growth / progress; commitment to implementing discussed strategies	Distributing time between commitments	Yes
67	5/4/21 15:52:32	Yes	I am not sure.	Somewhat of an impact	Yes	The STAR meetings were a great way to touch base for our teachers to collaborate and listen to each other. I would like the opportunity to celebrate her successes and moving forward have a bit more on district and school policies.	The teacher I worked with was very eager to take on responsibilities and there was a mutual respect.	Challenging - was the year overall No true barriers	Yes
68	5/10/21 11:20:57	Yes	Yes	Somewhat of an impact	Yes	Role playing scenarios would be helpful.	The most rewarding experience when mentoring a new teacher this year was when she implemented one of the ideas I gave her and provided feedback on its success.	The biggest barrier we faced was finding time to meet with one another. We both had duty in the mornings and afternoons as well as after school tutoring and before school meetings. Since we were in different grades, we did not have a common planning or lunch time either.	Yes
69	5/10/21 11:38:09	Yes	No	Somewhat of an impact	Yes	My new teacher had worked at this site as an assistant while she was working on her degree. She was already familiar with my many aspects of our job.	Sharing laughs over "oops" moments.	Having the new teacher respond to my request to meet up/catch up.	Yes
70	5/12/21 9:19:05	Yes	No	Strong impact	Yes	Clinical Ed training, which already happens.	Being able to collaborate with another music teacher, share ideas, and share my own experiences in a way that helped guide another educator.	Not being able to meet in person as much, being that we work at two different schools.	Yes
71	5/12/21 9:55:56	Yes	Yes	Somewhat of an impact	Yes	It would be helpful to get a list of important dates at the beginning of the year.	Hearing that something I said or did was helpful to her professional practice.	I had to take a medical leave which left my mentee without a mentor.	Yes
72	5/12/21 10:07:29	Yes	I am not sure.	Strong impact	Yes	I can't think of any specific trainings needed at the moment. I felt well prepared to mentor.	Seeing the progress she made with classroom management and seeing her build her confidence in what she was doing.	Challenging was the fact that I went in maternity leave so I was not there to work face fo face the 4th quarter. However, we still stayed in contact via text and a few after school hour visits.	Yes
73	5/12/21 10:41:24	Yes	No	Strong impact	Yes	More time to be able to meet would be helpful. Allowing for subs to be hired to help us observe and advise.	Helping her feel successful and welcomed	She was a different grade level	Yes
74	5/12/21 12:05:33	Yes	Yes	Strong impact	Yes	Employee Handbook/District Procedures	Watching their success and student achievement rise.	Time	Yes
75	5/19/21 17:53:11	Yes	No	Somewhat of an impact	Yes	Clinical educator training	Seeing their confidence grow	Scheduling time to meet together	Yes
76	5/19/21 17:58:12	Yes	Yes	Strong impact	Somewhat	SBI, Differentiation, De-escalation training, Tykes and Teens, Canvas	Knowing that my help makes a difference and is truly appreciated.	Working remotely from home and trying to meet face to face on a regular basis. Fortunately, calls and Teams meetings were helpful.	Yes
77	5/19/21 20:49:57	Yes	No	Strong impact	Somewhat	Behavior management strategies.	Seeing the teacher turn around and use suggested strategies and see success.	Seeing a teacher not utilize suggested strategies that could help them be more effective.	Yes

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78	5/20/21 5:42:17	Yes	Yes	Somewhat of an impact	Yes	More marzano training to be able to help them with their evaluation, especially next year.	The positive interactions we had together.	Classroom discipline .	Yes
79	5/20/21 6:50:12	Yes	No	Somewhat of an impact	Yes	My biggest issue is finding the time to spend with my teacher. I don't know if training would help that, but maybe there's something out there for just that purpose.	Watching her grow and often getting good suggestions from her in the process.	All of the changes with Covid amidst the regular academic pressure.	Yes
80	5/20/21 7:11:56	Yes	No	Somewhat of an impact	Somewhat	On how to be helpful to a teacher who has experience and may not feel as if they need help.	N/A	Not sure if I was helping if a teacher didn't "need" help.	Maybe
81	5/20/21 7:51:51	Yes	No	Somewhat of an impact	Yes	It would be helpful to receive short refreshers on the things that we learned in the mentor training such as how to provoke answers from your mentee instead of telling them what to do.	Being able to share my experience and see improvement	Time!	Yes
82	5/20/21 7:58:36	Yes	No	Somewhat of an impact	Somewhat	How to deal with a difficult mentee, who really only wants to fill the requirements	we planned one time	They didn't want to be mentored.	Maybe
83	5/20/21 9:52:25	Yes	Yes	Strong impact	Yes	More modeling of classroom teaching, instead of listing strategies to use. SHOW, not tell.	Getting thanks from the teacher.	Mentoring 6 new teachers, because the district doesn't except experienced teachers as mentors, only those with the clinical educator training. So, we didn't have enough mentors to go around for the number of new teachers.	Yes
84	5/20/21 11:02:07	No							
85	5/20/21 11:02:25	Yes	No	Strong impact	Yes	The teacher is a new teacher to the school environment in which we work but she is not a new teacher to the career.	The teacher I mentored was not new to the career. She has 15 years of experience under which she works. The most rewarding experience would be me sharing my ideas with her and she also shared her ideas with me based on her years of experience.	N/A	Yes
86	5/20/21 15:07:07	Yes	No	Strong impact	Yes	Review Focus	Watch them grow as an educator, relaxed	other teammates (negativity)	Yes
87	5/20/21 16:42:22	Yes	No	Somewhat of an impact	Somewhat	Specific ideas to meet about . I am not on same grade level as my mentee.	Being there as support through a very different year.	Time	Yes
88	5/24/21 13:24:08	Yes	Yes	Somewhat of an impact	Yes	List of expectations	Providing encouragement and examples to use in the classroom.	Finding time to meet	Maybe

ID	Start time	Completion time	Email	Name	Did you feel supported by your school? Elaborate on your thoughts.	Did you feel supported by the district? Elaborate on your thoughts.	Did you regularly attend the monthly STAR Meetings held on your campus?	Did you find the monthly STAR meetings beneficial? Explain your answer.	Rank the support you received for the Marzano Evaluation tool with 1 none, 2 little, 3 adequate, 4 satisfactory, and 5 exceeding expectations.	Rank the support you received in district supported content curriculum with 1 none, 2 little, 3 adequate, 4 satisfactory, and 5 exceeding expectations.	What was your biggest barrier this year?	Did you enjoy teaching this year? Explain.	Do you see yourself teaching in the next 5, 10, or 15 years?	Is there anything else you would like to share about your year as a newer classroom teacher?
1	4/23/21 19:01:30	4/23/21 19:03:03	anonymous		Yes	Yes	No	Yes	4	4	None	Yes	Maybe;	
2	4/24/21 0:01:42	4/24/21 0:17:49	anonymous		Supported by my team	o PD- yes, ACP-yes	Yes	Yes; Not only was the inf	1	3	There was a very palpabl	Yes.	Maybe;	
3	4/24/21 10:39:06	4/24/21 10:41:33	anonymous		Yes	Not really, we need mon	No	Did not attend	3	2	No students, everything	Yeah but I feel that the t	Yes;	
4	4/24/21 11:55:24	4/24/21 12:00:29	anonymous		Yes, the administration	t Yes, The staff developme	No	NA	3	3	COVID	It was a difficult year tea	Maybe;	
5	4/24/21 15:27:05	4/24/21 15:33:19	anonymous		No, I did not feel very su	I did feel supported by th	No	I dont know of any mont	2	2	Learning to pick out the	I ENJOY teaching EVERY	Yes;	
6	4/24/21 19:12:14	4/24/21 19:27:09	anonymous		Yes, I was provided with	Yes, various leaders in th	No	STAR Meetings were nev	2	4	Developing a routine, le;	Yes I did! I really enjoye	Yes;	No. Thanks for the opportunity, to allow me to express my gratitude!
7	4/25/21 10:42:50	4/25/21 10:49:03	anonymous		I felt supported by my sc	Yes I felt supported by th	Yes	The STAR meetings were	3	3	My biggest barrier was c	I enjoyed teaching this y	Yes;	
8	4/24/21 12:29:00	4/25/21 19:35:01	anonymous		One of the things I like b	I have been in the distric	No	I didn't come on board u	1	2	Getting use to teaching	Yes, very much. It has b	Yes;	
9	4/25/21 20:59:03	4/25/21 21:02:20	anonymous		Yes. In general, I felt sup	Yes. In general, I felt sup	Yes	Somewhat beneficial. So	2	2	My biggest barrier this y	Yes, I enjoyed teaching t	Yes;	
10	4/26/21 6:38:22	4/26/21 6:48:13	anonymous		Yes- my fellow teachers	Yes, Terri is super suppor	Yes	Yes- my mentor is helpfu	5	5	English GK and Business	YES! I feel like I make a c	Yes;	I love what I do and I hope I get my professional so I can keep my job.
11	4/26/21 8:07:16	4/26/21 8:17:10	anonymous		Yes. If I ever had a quest	Yes, there are always PD	Yes	Sometimes the articles v	4	4	Covid restrictions.	Sure did. I love the grad	Yes;	
12	4/26/21 10:45:11	4/26/21 10:51:01	anonymous		Yes. My school provides	Terri does a wonderful j	Yes	No	5	5	Laptops. The district gav	This as a wonderful year	Yes;	
13	4/26/21 10:50:26	4/26/21 11:16:59	anonymous		Yes, but with the new ob	Yes, although I feel that t	Yes	Yes, I also like that they	2	1	I wouldn't call it a barrie	Yes, however, I truly hop	Yes;	Again, I would like to SEE a model of what is being looked for. That is all!
14	4/26/21 11:59:33	4/26/21 12:05:25	anonymous		Yes, I felt that my mento	Yes, I know I am able to	Yes	I found the beneficial to	4	4	I definitely think laptops	I think this year was a str	Maybe;	
15	4/26/21 12:25:17	4/26/21 12:41:21	anonymous		Yes, because the staff is	Yes, because when I call	Yes	Yes, I always learn some!	4	4	Students behavior	Absolutely, I enjoy teach	Yes;	It was a great experience.
16	4/27/21 11:23:43	4/27/21 11:32:45	anonymous		Yes, if I ever needed any!	Yes, whenever I reached	Yes	Yes, not only was it a lea	5	3	Building relationships wi	Yes, not only do I love m	Yes;	As a new teacher, IRA was a great place to spend my first year. Everyone was very helpful and welcoming. The first year was a very big growing experience and I am excited for the years to come as I will be able to keep getting better at what I do.
17	4/28/21 8:08:46	4/28/21 8:17:52	anonymous		I feel supported by so m;	Not as much as I would l	No	We haven't had any star	3	3	My biggest barrier was c	I enjoyed teaching the fi	Yes;	
18	4/28/21 12:10:21	4/28/21 12:19:14	anonymous		Yes. We had monthly ESI	Yes. We had weekly ther	No	I did not attend. I compl	4	4	My biggest barrier was n	Yes I did. I have made a	Maybe;	
19	4/28/21 14:33:59	4/28/21 15:07:47	anonymous		Yes. Math Department	Yes. There is obviously a	Yes	Excellent! Would have t	4	4	Putting all the pieces tog	Yes. Challenging and rev	Maybe;	
20	4/30/21 8:30:51	4/30/21 8:36:34	anonymous		yes	yes	No	No, because I already att	5	3	student engagement in t	yes.	Maybe;	no
21	4/30/21 12:03:36	4/30/21 12:08:50	anonymous		Yes, The administration	I have only had occasio	No	NA	3	3	Covid	I have enjoyed teaching	Yes;	No
22	4/30/21 12:05:57	4/30/21 12:09:32	anonymous		Yes, I mostly felt support	Yes, thanks.	Yes	Yes, if nothing else it wa	5	4	Time	Yes it was a great blessin	Yes;	Impacting students is the best part of the job!
23	4/30/21 12:07:02	4/30/21 12:11:38	anonymous		Yes I did. My mentor is	Yes. I feel that the distri	No	N/a	3	3	behavior and lack of effc	Yes I did. I had the supp	Yes;	
24	4/30/21 12:03:36	4/30/21 12:11:41	anonymous		yes, absolutely. there ha	yes, as a new elementar	Yes	yes, again as a new elem	4	5	the lack of music call ins'	absolutely!!! its always a	Yes;	
25	4/30/21 12:12:16	4/30/21 12:15:35	anonymous		Yes, I have many colleagi	Yes, having Julie Green a	No	My first year of teaching	3	3	Meeting with virtual stu	I did, I truly love being w	Yes;	
26	4/30/21 12:16:09	4/30/21 12:19:11	anonymous		Yes. When I have questic	Yes I am working toward	No	When I attended i thoug	2	3	Time, having time to get	Yes, I love teaching and	Yes;	No
27	4/30/21 12:03:32	4/30/21 12:21:59	anonymous		Yes. My mentor was avai	Yes. I have not needed n	Yes	Yes. They helped with id	5	5	ELL students: I never hac	Yes, much better year th	Yes;	We all had many obstacles this year but overall as a group, I feel we all got through it amazingly.
28	4/30/21 12:07:19	4/30/21 12:23:00	anonymous		Overall yes. Great Admi	The district unify tests fo	Yes	Somewhat. Mrs. Contri	4	1	Unify tests.... I would pr	Yes! I have really enjoye	Maybe;	I don't think so as I'm not a new classroom teacher.
29	4/30/21 12:04:03	4/30/21 12:24:42	anonymous		Yes! Good communicac	I started transitional and	Yes	Yes. I enjoyed reflecting	5	3	Transitional learning	Yes. I have THE team of	I Maybe;	Don't be afraid to inquire about anything and everything!

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30	4/30/21 12:06:11	4/30/21 12:25:57	anonymous		Academically, yes. When	Again, academically the	Yes	The meetings provided u	4	3	There have been some u	Overall I did enjoy teach	Maybe;	Internet and computer systems desperately need to be updated. "Distance" learning and using online texts and programs (Canvas) were constantly a struggle due to internet crashing or being slow for students and on the teacher computer as well. If my teacher station crashed or restarted it takes approximately 10 minutes at least to reload and get back into Canvas, Focus, and/or Power Points.
31	4/30/21 12:24:45	4/30/21 12:26:08	anonymous		Yes. My school instruct	Yes	No	I went the first year and	5	5	COVID	Yes	Maybe;	I have loved teaching, but I am very excited to transition into a school counselor.
32	4/30/21 12:27:34	4/30/21 12:29:28	anonymous		Yes	Yes, however I feel that I	No	See #2.	4	4	New Code of Conduct an	Yes.	Yes;	
33	4/30/21 12:06:38	4/30/21 12:38:55	anonymous		No I did not. There have	Yes and no. We were tol	Yes	My AP did not hold the r	3	3	Working through all of th	Not exactly. I loved bein	Yes;	
34	4/30/21 12:03:36	4/30/21 12:40:19	anonymous		Yes and no, I had many c	Yes and no, Ms. Beckhan	Yes	In many meetings yes as	3	2	Coaches given too much	No. This experience has	No;	
35	4/30/21 12:32:06	4/30/21 12:42:07	anonymous		Absolutely	Yes very much so	No	I did not attend	5	5	Students in and out of th	Yes I did. I feel I was abl	Yes;	There needs to be a schoolwide policy about cellular phones in the classroom with some form of discipline occurring if the student uses the phones during class.
36	4/30/21 12:45:22	4/30/21 12:49:59	anonymous		Absolutely. Everything I	Yes! I was reached out to	Yes	I am a question asker so	5	5	Starting at the end with	Absolutely	Yes;	
37	4/30/21 12:37:41	4/30/21 12:59:04	anonymous		Yes, the other teachers a	Yes, I did in the sense th	No	N/A	3	3	I think this year's biggest	Of course! It was a wa	I Yes;	I would just like to say that I've been fortunate enough to have supportive people around. Without them my year would have been way different.
38	4/30/21 12:59:44	4/30/21 13:09:08	anonymous		I felt supported by my sc	Yes, I felt supported bec	Yes	Yes, because as a new te	4	4	My biggest barrier this y	I truly enjoyed teaching	Yes;	I love Terri Beckham!
39	4/30/21 12:34:20	4/30/21 13:14:44	anonymous		Yes I did. Along with my	Yes I do. With making su	Yes	Yes I do because they giv	4	4	Working with my ELL stu	Yes I have. Though it wa	Yes;	Id just like to say I hope everyone's experience was at the least awesome like mine. When you learn to balance the high's with the low's you come to realize that teaching has a great reward.
40	4/30/21 13:39:27	4/30/21 13:41:25	anonymous		Yes. The school is always	Yes	Yes	Yes they were on topics	5	5	Language barrier with m	Absolutely loved teachin	Yes;	
41	4/30/21 13:42:12	4/30/21 13:44:18	anonymous		Yes I do. There have bee	Yes I did.	Yes	Yes. Mrs. Van Brimmer v	4	3	Starting off teaching virt	Yes and no. I am happy t	Maybe;	N/A
42	4/30/21 13:52:05	4/30/21 13:54:47	anonymous		I feel supported by my a	I felt that this year there	No	I did not attend them.	4	4	COMMUNICATION!!!!!!	I did enjoy teaching this	Yes;	No.

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														I answered question 9 with a smile . I'll be damned if I am still teaching in 15 years from now... I started in 1994...I will be 50 this summer. Seriously, I have mentioned over and over again that the District should have two programs for teachers joining the team. Non-experienced and experienced ones. That question 9 is a perfect example of this inability to differentiate. Forgive me for not taking this survey too seriously.To answer question 9 in all honesty, I see myself retired in 10/15 years, which should have been part of the choices...
43	4/30/21 12:03:52	4/30/21 14:07:50	anonymous		Yes. I always got answer: We had a few trainings.	No		I was participating to the	4	4	Covid and attendance	We I did.	Maybe;	
44	4/30/21 13:45:34	4/30/21 14:08:46	anonymous		I did not start until midw	I had a district employee	Yes	I found some of the strat	1	4	Behaviors. Engaging stuc	I was VERY happy when i	Yes;	
45	4/30/21 13:46:11	4/30/21 14:09:48	anonymous		Yes my school was very s	The district does a great	Yes	Yes the STAR meetings w	5	5	My biggest barrier and s	I enjoyed teaching my st	Yes;	No, not at this time.
46	4/30/21 14:08:10	4/30/21 14:28:54	anonymous		Yes, my school has always	Yes, I feel my district has	No	During my fist year they	4	5	COVID	I enjoyed this year very r	Yes;	
47	4/30/21 14:52:31	4/30/21 14:58:53	anonymous		Sometimes. This was a vi	No. The district introduc	No	I am in the 3rd year of tf	3	1	COVID, student attendar	Yes	Yes;	
														Thank you for the opportunity to work at such an amazing school and at such a great district. I truly love working at Oslo Middle School and in Indian River County.
48	4/30/21 13:24:47	4/30/21 15:03:11	anonymous		Yes, all procedures were	Yes, mainly in the profes	Yes	Yes, They covered many	5	5	Time, as a new teacher I	Yes, absolutely, it was ar	Yes;	
49	4/30/21 15:20:04	4/30/21 15:22:43	anonymous		Yes I do. I have a very su	Yes, the feedback from t	No	I did not attend any.	3	4	Classroom behaviors anc	Yes, it was a big learning	Maybe;	
50	4/30/21 15:18:21	4/30/21 15:24:52	anonymous		Yes I felt extremely supp	I never really got in cont	Yes	Yes, I learned a lot perta	5	5	My biggest barrier this y	I really enjoyed teaching	Yes;	no
51	4/30/21 15:33:33	4/30/21 15:36:13	anonymous		Yes	Yes	No	Yes, I was maternity leav	5	5	Coming back from mater	It was difficult because il	Yes;	
														Very self proactive. Disappointed there was never a stars meeting or anything of " new teacher" offered
52	4/30/21 16:06:11	4/30/21 16:09:42	anonymous		2 school changes. But ye	No PD opportunities bes	No	Never was offered a met	1	1	Changing schools	Yes. I'm in my desired pc	Yes;	
53	4/30/21 16:06:24	4/30/21 16:21:06	anonymous		By my mentor, yes	Yes, Ashley Dowdell wou	No	NA	3	3	Materials	I love my students but C	Yes;	

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54	4/30/21 16:22:46	4/30/21 16:34:20	anonymous		Partially. I felt like certain	Normally I would attend	Yes	I felt them to be fairly be	2	1	Adjusting to covid regula	As a second year teacher	Yes;	As a special area teacher my experience is more individualized than maybe others. I often feel like I do not have enough contact with the other art teachers that can offer me the best advice and information. In the PD survey I expressed my interest in more special area focused PD and I still feel this way.
55	5/2/21 7:52:09	5/2/21 7:59:47	anonymous		I teach math and science	I felt that the district wa:	No	The meetings I attended	3	3	Making sure that my les:	I did enjoy teaching this	Yes;	I've enjoyed getting to know my colleagues and the sense of team that we developed. Looking forward to working with him again next year
56	5/3/21 7:46:21	5/3/21 8:07:49	anonymous		Absolutely!!! Oslo Middl	Yes! Although it was a lit	Yes	Yes. The meetings were	5	5	No barriers.	Yes. I love this teaching	Yes;	Nope.
57	5/3/21 12:08:59	5/3/21 12:12:51	anonymous		Yes, I felt especially like I	No. I feel as though they	No	Yes, I just didn't attend c	3	4	Lack of school policy on	No. I had a miserable ex	Yes;	
58	5/3/21 12:41:56	5/3/21 13:08:19	anonymous		Yes, I felt very supported	Yes. My mentor Terri Bec	Yes	yes	4	4	My biggest barrier invol	Yes. I did.	Yes;	no
59	5/5/21 8:09:13	5/5/21 8:18:46	anonymous		Yes. My coaches and tea	Yes. My district often prt	No	N/A	4	3	My biggest barrier this y	Although this year was tl	Yes;	
60	5/6/21 12:12:29	5/6/21 12:20:37	anonymous		No, I have not felt suppo	I have felt very little supj	Yes	No, I found them to be a	2	2	Lack of support, not feel	I loved teaching this year	Maybe;	I love my career and would probably find a teaching position in some other type of environment. The way staff was treated this year has been very painful and I don't believe this situation is the same in other places. If I am unable to find a different teaching position in a school that provides a better work environment I will probably return to the corporate world.
61	5/8/21 7:52:56	5/8/21 7:54:57	anonymous		Yes	Yes	Yes	Yes	5	5	Working on Beacon.	Yes. This was the best ye	Maybe;	No
62	5/9/21 19:28:54	5/9/21 19:50:00	anonymous		Yes, my mentor and grac	I am sure the district sup	No	We had one that I attend	2	3	Hindsight is 20/20. Now	Yes, I enjoyed being able	Maybe;	No.
63	5/10/21 8:00:40	5/10/21 8:05:59	anonymous		Yes. Mentor was always	Yes. Able to call for help	Yes	Somewhat. When I went	3	2	Course work.	Yes. This is my 3rd year	Yes;	
64	5/12/21 9:08:26	5/12/21 9:16:34	anonymous		I feel supported by my sc	I am not sure how to ans	Yes	Sometimes.	4	4	COVID	I always enjoy teaching r	Yes;	No
65	5/12/21 9:14:03	5/12/21 9:17:08	anonymous		Yes. Between my mentoi	A little. We had our STAF	Yes	For the most part. Some	3	3	I felt like time was a big	Aside from the masks an	Yes;	No thanks
66	5/12/21 9:11:01	5/12/21 9:23:35	anonymous		Yes, for the most part. W	Yes, but we need more r	Yes	Not really- we mainly m	4	1	GK Business 6-12 test. TF	YES! I love my job so mu	Yes;	I love working at the FLC and I am very supported by my fellow teachers. Just wish someone would review those state tests. They are terrible. :(
67	5/12/21 9:21:52	5/12/21 9:24:12	anonymous		Yes, any time I have que	Yes	No	I didn't attend.	4	4	Time.	Yes, this was an importai	Yes;	no
68	5/12/21 9:30:40	5/12/21 9:36:58	anonymous		Yes I felt very supported	Yes when i had an issue	Yes	I did find somethings hel	3	4	Helping the ESOL studen	I definitely enjoyed teac	Yes;	I learned the most in the classroom than taking classes.

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69	5/12/21 9:41:27	5/12/21 9:49:45	anonymous		Yes I did feel supported	I Yes I do feel supported	No	NA	3	3 Covid	Yes, however it was also	Yes;	No	
70	5/12/21 10:16:55	5/12/21 10:22:43	anonymous		Overall, I felt supported. Mostly	I never received	Yes	Yes. I found them to be i	1	3 Classroom management,	Yes. Overall, I liked my e	Maybe;	Would have loved the opportunity for more trainings and mentorship opportunities.	
71	5/12/21 10:17:30	5/12/21 10:24:50	anonymous		Yes, there are many aver	The district was very pre	No	Because I had done the r	3	3 Very large classes	It was definitely a difficu	Yes;		
72	5/12/21 10:37:19	5/12/21 10:43:54	anonymous		Yes, except not with disc	No. The district clearly d	Yes	Yes, but I often had to ju	4	3 That there was horrible i	No. I'm now scared awa	Yes;	The other teachers were wonderful. I did find it unfair that I was doing everything asked of me throughout the whole year but I know other teachers didn't do a ton of it or have nearly as many meetings.	
73	5/12/21 10:42:48	5/12/21 10:46:17	anonymous		Yes- my administration a	Somewhat- I felt more s	Yes	Yes- good information at	4	2 COVID- changing protoc	Yes- although there wer	Yes;	No	
74	5/12/21 10:58:22	5/12/21 11:26:44	anonymous		Yes, my mentor was ver	Neutral	Yes	Yes	3	2 Needing extra time to cc	Yes	Yes;	No	
75	5/12/21 12:32:50	5/12/21 12:38:20	anonymous		I feel support by my mer	Yes when ever I asked fo	Yes	Last year yes, But this ye	2	3 Passing the ESE test	Somewhat, covid-19 but	Yes;		
76	5/12/21 13:10:06	5/12/21 14:02:15	anonymous		Yes, I felt supported by tl	Yes and no. Yes, in that I	No	I did find the monthly ST	3	4 At the beginning of the y	Yes, I enjoyed teaching ii	Yes;	Once again, my mentor was very helpful and I truly did enjoy many of the PD's that the district required. I appreciated all that I learned in the Beacon Online Coursework as well.	
77	5/12/21 15:11:41	5/12/21 15:14:53	anonymous		Yes, I had a great mentoi	Yes, the district was able	No	We did not have STARs h	4	4 Classroom behaviors	Yes, it was an interesting	Yes;	N/A	
78	5/13/21 8:03:33	5/13/21 8:10:03	anonymous		Yes.	I wish there were more f	Yes	Yes. It had information i	3	3 Working around masks v	yes	Yes;		
79	5/13/21 7:38:30	5/13/21 8:50:19	anonymous		I have appropriate supp	Given the nature of the \	No	I was not aware there wi	3	3 Lack of consistency with	This has been a very diffi	Maybe;	course's standards are geared around technical education, I have found that there is very little leeway I have in modifying the curriculum for ESE or ESOL students as the certification testing is required to be done in English and the only standard modification allowed by the certification companies is extended time. I have found that students with any kind of significant language or learning barriers experience a high level of difficulty with absorbing the technical content to where they can perform the tasks required n the software applications/developme nt environments that	
80	5/13/21 13:23:33	5/13/21 13:31:20	anonymous		Yes, I felt supported by n	The district kept us up to	Yes	Yes, it was nice to be abl	4	4 My biggest barrier was t	I enjoyed teaching this y	Yes;		
81	5/14/21 7:46:05	5/14/21 7:48:42	anonymous		Yes, I have great admin,	Yes, not just academical	No	Yes, I just was not sure w	4	4 Managing various learni	Yes, I learned a lot more	Maybe;		
82	5/19/21 18:01:00	5/19/21 18:02:36	anonymous		Yes	Yes	No	Not sure	4	4 Mask	Yes	Maybe;	No	
83	5/19/21 18:06:13	5/19/21 18:09:42	anonymous		Yes, my coworkers feel li	Yes, I had every question	Yes	I feel they may have bee	4	4 Teaching with Covid rest	Yes, it was best to be in	Yes;		
84	5/19/21 20:13:34	5/19/21 20:16:20	anonymous		Yes I do. Usually when I	Yes I do. The district offe	No	Somewhat. In the past, i	4	4 Covid.	Absolutely! Even with all	Yes;		

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														As this is now year 3 for me...I feel like I learned so much this year and can be so much better prepared/organized next year! I realize that I will probably feel like this every single year from here on out!
85	5/19/21 21:12:50	5/19/21 21:26:02	anonymous		Yes, I felt the most support	Yes, in regards to support	No	No because I barely have	4	3	Establishing routines and	YES-wholeheartedly....th	Yes;	
86	5/20/21 7:52:40	5/20/21 8:03:23	anonymous		Yes.	I feel supported by ACP	Yes	Yes. I have learned new	4	3	Classroom management	Yes.	It was a challenge	Yes;
87	5/20/21 9:04:35	5/20/21 9:10:33	anonymous		I felt supported by my cc	Yes I felt supported by tl	Yes	I found then a little help	3	4	My biggest barrier were	I did enjoy teaching and	Yes;	
88	5/20/21 9:52:05	5/20/21 9:56:09	anonymous		Yes.	Yes	Yes	Yes	4	3	Trying to complete course	Yes. I had a great group	Maybe;	No
89	5/20/21 10:29:07	5/20/21 10:35:44	anonymous		Yes. Teachers and staff	h Yes.	Yes	Yes. Ms. Blidgen has don	3	3	Behavior and Discipline	For the most part. Behav	Yes;	
														Sebastian elementary school support is awesome! However, I wish that we maybe had a little more choice in our mentors. I got a great mentor this year! However, it can be hard to find times to meet.
90	5/20/21 11:33:06	5/20/21 11:39:03	anonymous		Yes. I feel very supported	I feel supported by certa	Yes	Yes. I liked that we brust	3	3	I think my biggest barrier	Yes! Although I think thi	Yes;	
														I came into the second year of teaching more confident in my own abilities and feel this year has been really redemptive year after my first year of teaching.
91	5/21/21 8:36:36	5/21/21 9:06:04	anonymous		Yes. My mentor, along w	Yes. They provide many i	No	I did not attend	4	4	Teaching during a pande	Yes. I had a great group	Maybe;	
														As a new teacher, the multiple IMPACT reviews were a bit stressful and added a lot of extra pressure.
92	5/24/21 8:25:32	5/24/21 9:00:39	anonymous		I do, I really loved workin	g Yes, very! Terri Beckham	Yes	Yes, my admin and ment	4	4	Behavior Management (	Yes. It definitely had its	Yes;	
														It's okay to say "no." It definitely doesn't seem like it always! But I am glad I'm learning to know what I can handle, in order to do the best I can with what I have.
93	5/24/21 21:32:44	5/24/21 21:39:09	anonymous		I do feel as if I was supp	rt Mostly, yes. Difficult yea	Yes	Yes. I was able to expres	5	5	Behavior and classroom	Yes I did. My first year w	Yes;	
														I would like to say that we have some great students at Oslo Middle School.
94	5/27/21 12:30:56	5/27/21 12:42:51	anonymous		Yes, because my mentor	Yes, because the district	Yes	It is beneficial because tl	4	4	My biggest barrier was tl	Yes, that was a great exp	Yes;	
95	5/27/21 18:52:25	5/27/21 18:57:46	anonymous		Yes. It is just hard when	Yes.	Yes	Yes. I liked the open cor	3	3	Teaching transitionally d	Yes. I ended up with a at	Yes;	

Facility ↓	Department ↓	Fund ↓	Function ↓	Object ↓	Project ↓	Program ↓	Year ↓	Budgeted ↓	Committed ↓	Encumbered ↓	Expended MTD ↓	Expended QTD ↓	Expended YTD ↓	Balance ↓	Percent ↓	Visual Percent
9400	00	100	7731	2200	1999		2020 - 2021	0.00	0.00	0.00	0.00	1.38	1.38	-1.38	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
				2400	1999		2020 - 2021	0.00	0.00	0.00	0.00	1.79	1.79	-1.79	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
				3300	1999		2020 - 2021	823.00	0.00	424.71	0.00	175.29	175.29	223.00	27.10	<div style="width: 27.10%; height: 10px; background-color: #ffc107;"></div>
				3900	1999		2020 - 2021	3,755.12	177.07	0.00	525.91	2,084.03	3,578.03	0.02	0.00	<div style="width: 0%; height: 10px; background-color: #ccc;"></div>
				5100	1999		2020 - 2021	6,500.00	0.00	0.00	1,162.55	4,637.27	5,785.95	714.05	10.99	<div style="width: 10.99%; height: 10px; background-color: #dc3545;"></div>
				7300	1999		2020 - 2021	15,451.46	0.00	0.00	100.00	8,960.00	15,274.00	177.46	1.15	<div style="width: 1.15%; height: 10px; background-color: #dc3545;"></div>
				7500	1999		2020 - 2021	2,000.00	0.00	0.00	0.00	95.00	95.00	1,905.00	95.25	<div style="width: 95.25%; height: 10px; background-color: #28a745;"></div>
							Page Totals	28,529.58	177.07	424.71	1,788.46	15,954.76	24,911.44	3,016.36	10.57	<div style="width: 10.57%; height: 10px; background-color: #dc3545;"></div>
							Grand Totals	28,529.58	177.07	424.71	1,788.46	15,954.76	24,911.44	3,016.36	10.57	<div style="width: 10.57%; height: 10px; background-color: #dc3545;"></div>

The SDIRC Recruiting Budget for the 2020-2021 school year totaled \$28,529.58. The majority of the funds, approximately \$15,274.00, have been spent on dues and fees for advertising, marketing, and our own SDIRC Virtual Career Fair (object codes 3900 and 7300). Of the remaining funds, \$5,785.95 has been spent on supplies for the Onboarding Box and recruiting efforts (object 5100). Other line items include monies to pay for substitutes for any members of the SDIRC Recruitment Team to participate in a Virtual Fair and the associated payroll costs.

There is approximately \$3016.36 remaining. These remaining funds will be spent on more recruiting items for incoming new employees and items for upcoming career fairs.

