
Section II - Mentoring Required Action 4





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/10/2020

School/Department: Curriculum & Instruction

Report generated by: Mrs. Julie Kastensmidt, Mrs. Terri Beckham, and Mrs. Cynthia Emerson

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.
Mr. Richard Myhre

Required Action (please include the number and description): Section II – Required Action 4: Ensure the mentoring for all new teachers, including African American teachers, is tailored to meet the individual needs.

Explanation of Evidence: During the 2019-2020 school year, steps were taken to tailor our new teacher mentoring program specifically to meet the individual needs of each new teacher, per the wording of the joint plan. In an effort to ensure this took place for our African American teachers, a needs assessment survey was sent out three times that year to new African American teachers, as evidenced in the documentation provided. Pertinent information was then shared with the assigned highly qualified mentor. A copy of the survey and results are attached as further evidence of this transpiring. The evidence includes emails to individual teachers, survey results, and mentor logs showing action taking place as a result of the feedback. Evidence also includes four letters from some of our new African American teachers to one of our PD Specialists highlighting the support he/she received through the program.

Results of Action Taken: The survey results for each individual new teacher were shared with their individual mentor. This allowed each mentor to tailor the support given to specifically meet their mentee's needs.

Reflection: As a result of the tailored mentoring we were able to retain 18 out of 19 new African American teachers in the 2019-2020 mentoring program cadre, resulting in a 95% retention rate. This far exceeds the state and national retention rates. According to the Florida Education Association, 40% of new teachers leave the classroom within their first five years in the profession, state records show. <https://feaweb.org/issues-action/teacher-and-staff-shortage/>. This is 15 to 20 percent above the national average, depending on the year. The evidence we provided and the state and national normed data show that we are ensuring we are mentoring all of our new African American teachers in Indian River County with a tailored program to meet their individual needs.

Section II - Mentoring

Required Action 4

Attachment A



REQUIRED ACTION 4

Ensure the mentoring for all new teachers, including African American teachers, is tailored to meet the individual needs.

EXPLANATION OF ATTACHMENT

Attachment A includes the following evidence of implementation:

- Email correspondence with new teachers about needs assessment survey
- An example email of new teacher needs shared with each individual mentor
- Copy of Survey
- Survey Results for new African American teachers



New Teacher Needs 19-20

October 2019

Hi Julie, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Name *

2. School *

3. Subject/Grade-level *

4. Do you have a school-based mentor? If so, please submit his/her name here. *

5. What are your strengths as a teacher? *

Enter your answer

6. What are some areas where you would like to grow? *

Enter your answer

7. What are some challenges, if any, you are facing in the classroom this year? *

Enter your answer

8. What type of professional development/support would be beneficial to you right now? *

Enter your answer

9. What support would be helpful from your school-based mentor? *

Enter your answer

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Thursday, October 24, 2019 2:30 PM
Subject: New Teacher Needs

Hello,

As we move into the 2nd nine weeks of the school year, we would like to hear how you are doing and your current needs. Below you will find a link to a survey. Please complete this survey no later than October 31st. We will share any feedback with your mentor that will help him/her better meet your needs.

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Tuesday, October 29, 2019 9:43 AM
Subject: REMINDER - New Teacher Feedback Survey

Hello,

This is a friendly reminder to please fill out the survey we sent out last week no later than October 31st. We want to be able to meet your individual needs as a new teacher.

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 4:08 PM
To: Williams, Natira
Subject: RE: New Teacher Feedback

You've done an amazing job with your coursework!

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

From: Williams, Natira <Natira.Williams@indianriverschools.org>
Sent: Friday, November 8, 2019 1:49 PM
To: Kastensmidt, Julie <Julie.Kastensmidt@indianriverschools.org>
Subject: Re: New Teacher Feedback

Yes, I'am getting my work done to continue my career. Thank you Julie.

Natira Williams
English 2/Classical & Contemp Lit
Vero Beach High School Main Campus
RM: 7-210
natira.williams@indianriverschools.org
772-564-5474



From: Kastensmidt, Julie <Julie.Kastensmidt@indianriverschools.org>
Sent: Friday, November 8, 2019 1:36 PM
To: Williams, Natira <Natira.Williams@indianriverschools.org>
Subject: RE: New Teacher Feedback

No worries! I hope you are do well.

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

From: Williams, Natira <Natira.Williams@indianriverschools.org>
Sent: Friday, November 8, 2019 1:35 PM
To: Kastensmidt, Julie <Julie.Kastensmidt@indianriverschools.org>
Subject: Re: New Teacher Feedback

Sorry for the late response

Natira Williams
English 2/Classical & Contemp Lit
Vero Beach High School Main Campus
RM: 7-210
natira.williams@indianriverschools.org
772-564-5474



From: Kastensmidt, Julie <Julie.Kastensmidt@indianriverschools.org>
Sent: Friday, November 8, 2019 1:22 PM
To: Williams, Natira <Natira.Williams@indianriverschools.org>
Subject: New Teacher Feedback

Hello Natira,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 4:07 PM
To: Pound, Kiandre'A
Subject: RE: New Teacher Feedback

You are so welcome. Have a nice long weekend!

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

From: Pound, Kiandre'A <KiandreA.Pound@indianriverschools.org>
Sent: Friday, November 8, 2019 1:53 PM
To: Kastensmidt, Julie <Julie.Kastensmidt@indianriverschools.org>
Subject: Re: New Teacher Feedback

Hey,

Thanks for sending this over. I will do it!

Kiandre'a Pound, M.S.
Vero Beach Elementary
1st Grade Teacher
772-564-4571



From: Kastensmidt, Julie <Julie.Kastensmidt@indianriverschools.org>
Sent: Friday, November 8, 2019 1:21 PM
To: Pound, Kiandre'A <KiandreA.Pound@indianriverschools.org>
Subject: New Teacher Feedback

Hello KP,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 4:06 PM
To: Brown, Felecia
Subject: RE: New Teacher Feedback

Thank you! Have a nice long weekend.

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

From: Brown, Felecia <Felecia.Brown@indianriverschools.org>
Sent: Friday, November 8, 2019 2:47 PM
To: Kastensmidt, Julie <Julie.Kastensmidt@indianriverschools.org>
Subject: Re: New Teacher Feedback

Good Afternoon,

I just submitted the survey...Thank you

Ms. Felecia L. Brown
8th Grade English Language Arts Teacher
Gifford Middle School
4530 28th Ct.
Vero Beach, FL 32967

"I've learned that whenever I decide something with an open heart, I usually make the right decision." -Maya Angelou

From: Kastensmidt, Julie <Julie.Kastensmidt@indianriverschools.org>
Sent: Friday, November 8, 2019 1:04 PM
To: Brown, Felecia <Felecia.Brown@indianriverschools.org>
Subject: New Teacher Feedback

Hello Felecia,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:22 PM
To: Sims, Cindy
Subject: New Teacher Feedback

Hello Cindy,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:22 PM
To: Pound, Kiandre'A
Subject: New Teacher Feedback

Hello KP,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:20 PM
To: Malcolm-Darrisaw, Terry
Subject: New Teacher Feedback

Hello Terry,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:19 PM
To: Johnson, Mia
Subject: New Teacher Feedback

Hello Mia,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:18 PM
To: James, Bre Asia
Subject: New Teacher Feedback

Hello Bre Asia,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:13 PM
To: Henley, Bryan
Subject: New Teacher Feedback

Hello Bryan,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:12 PM
To: Fitzgordon, Candace
Subject: New Teacher Feedback

Hello Candace,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:05 PM
To: Brown, Felecia
Subject: New Teacher Feedback

Hello Felecia,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:01 PM
To: Schroeter, Nigel
Subject: New Teacher Feedback

Hello Nigel,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 1:00 PM
To: Williams, Chandra
Subject: New Teacher Feedback

Hello Chandra,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 8, 2019 12:59 PM
To: Powell, Tara
Subject: New Teacher Feedback

Hello Tara,

We want to give you one last chance to fill out this survey. This will help us be able to meet your individual needs as a new teacher. Enjoy your long weekend!

[Click here for the survey.](#)

Thank you,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 22, 2019 3:30 PM
To: [REDACTED]
Subject: Mentee Feedback
Attachments: Mentor Meeting.pdf

Hello,

Below you will find feedback from one of your mentees. I am also attaching the PowerPoint from the mentor meeting. Please let me know if you have any questions.

[REDACTED]

5. What are your strengths as a teacher? *

Building relationship with the student working one on one with the students

6. What are some areas where you would like to grow? *

Classroom management

7. What are some challenges, if any, you are facing in the classroom this year? *

Time management , getting used to the curriculum, lesson planning

9. What support would be helpful from your school-based mentor? *

more understanding about ESE

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Friday, November 22, 2019 3:38 PM
Subject: Mentee Feedback

Hello,

Your mentee didn't respond to the survey. Below you will find the list of questions that were on the survey. Please ask your new teacher any of these questions that will help you meet his/her needs.

QUESTIONS ASKED ON NEW TEACHER SURVEY

- Name, school, grade level/department
- Mentor's name
- Strengths as a teacher
- Areas the teacher would like to grow
- Current challenges in the classroom
- Type of professional development needed/beneficial to him/her at this time
- Support needed from school-based mentor

Have a great weekend!

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

"Every kid is one caring adult away from being a success story." -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Tuesday, January 21, 2020 1:23 PM
Subject: New Teacher Needs *Follow-Up*

Hello,

As we move into the second half of the school year, we would like to hear how you are doing since the last survey and find out your current needs. Below you will find a link to the new survey. Please take the time to complete this survey no later than January 31st. We will share any feedback with your mentor that will help them better meet your needs. As always, remember to reach out to Terri Beckham, Anitra Cummings, or myself if you need anything.

[Click here to begin the survey.](#)

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 2:00 PM
To: Pound, Kiandre'A
Subject: Reminder - New Teacher Survey

Hello Kiandre'a,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

"Every kid is one caring adult away from being a success story." -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:53 PM
To: Isler, Kyra
Subject: Reminder - New Teacher Survey

Hello Kyra,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:51 PM
To: Greenidge, Sharette
Subject: Reminder - New Teacher Survey

Hello Sharette,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 2:01 PM
To: Powell, Tara
Subject: Reminder - New Teacher Survey

Hello Tara,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:45 PM
To: Fitzgordon, Candace
Subject: Reminder - New Teacher Survey

Hello Candace,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:42 PM
To: Brown, Shannon
Subject: Reminder - New Teacher Survey

Hello Shannon,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Tuesday, April 21, 2020 5:56 PM
Subject: New Teacher Needs (4th Quarter)

Hello,

As we move into the end of the school year, we would like to hear how you are doing since the last survey. We know so much has changed in education and our entire world. This survey will let us know your current needs, so we can make sure you are supported. Below you will find a link to the new survey. Please take the time to complete this survey no later than April 30th. We will share any feedback with your mentor that will help them better meet your needs. As always, remember to reach out to Terri Beckham, Anitra Cummings, or myself if you need anything.

[Click here to begin the survey.](#)

Best regards,

The Professional Development Team

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:57 PM
To: Malcolm-Darrisaw, Terry
Subject: Reminder - New Teacher Survey

Hello Terry,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:57 PM
To: Lubin, Kimberry
Subject: Reminder - New Teacher Survey

Hello Kimberry,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:55 PM
To: Johnson, Mia
Subject: Reminder - New Teacher Survey

Hello Mia,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:54 PM
To: James, Bre Asia
Subject: Reminder - New Teacher Survey

Hello James,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:52 PM
To: Henley, Bryan
Subject: Reminder - New Teacher Survey

Hello Bryan,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

Kastensmidt, Julie

From: Kastensmidt, Julie
Sent: Monday, April 27, 2020 1:51 PM
To: Brown, Takesha
Subject: Reminder - New Teacher Survey

Hello Takesha,

I wanted to remind you to fill out the New Teacher Needs (4th quarter) survey before it closes on April 30th. This survey will help us meet your individual needs as a new teacher. As always, if there is anything you need, please reach out to Anitra, Terri, or myself. We are here to help you any way we can!

[Click here for the survey.](#)

Thank you,

Julie Kastensmidt
SDIRC Professional Development Specialist
772-564-3121

“Every kid is one caring adult away from being a success story.” -Josh Shipp

New Teacher Needs October 2019

Start time	Name	School	Subject/Grade-level	Do you have a school-based mentor? If so, please submit his/her name here.	What are your strengths as a teacher?	What are some areas where you would like to grow?	What are some challenges, if any, you are facing in the classroom this year?	What type of professional development/support would be beneficial to you right now?	What support would be helpful from your school-based mentor?
10/24/19 15:52:04	[REDACTED]	Treasure Coast Technical College	Adult Education	[REDACTED]	I think some of my strengths are I'm very caring and I am very patient. I am an understanding person and I don't get frustrated easily; I understand that everyone had to learn what they know at some point in time.	I would like to grow into being more comfortable with public speaking in front of the class. Although my student never know that I'm nervous, I'm still pretty nervous each time I teach	None that I can think of	I'm not really sure. Since I am not an ordinary teacher, the professional development opportunities don't really cater to adult learners	I'm not really sure. I haven't really had any issues, but I'm sure if I did, she would be there to support me
10/24/19 18:49:26	[REDACTED]	A.C.E.	6-12	[REDACTED]	Enthusiasm, Building Relationships, Classroom Management, Effective Communication, Withitness, Flexibility	Writing lesson plans, unpacking the standards, lesson chunking and scaffolding, pedagogy	Navigating the teaching materials	Marzano and the evaluation process, Writing quality IEP's	I would like my mentor to be more proactive
10/29/19 9:54:22	[REDACTED]	SRMS	PE 6-7	[REDACTED]	Great communication skills	Working well with others	Get acclimated with the daily schedule	PE based PDs	I'm well supported.
10/29/19 10:01:02	[REDACTED]	Storm Grove Middle School	6th	[REDACTED]	I feel some strengths I have as a teacher are being patient, organized and approachable. My students know they can come to me for just about anything. I've built such a strong bond with almost every one of them. Another strength is lesson planning, with help from Mrs. Harris I've been able to stay ahead of what's to come next.	Class management. Some periods are harder than others to get the students settled and ready for the lesson. This is something I'm working on.	Students are very talkative and not always willing to follow instructions the first time. For example, I have to repeat what page number we're on about 10 times each period, even when it's written on the board.	I would love to have more support from the parents. Sometimes I call home, speak with the parent... and the next day we have the same problem. In one case, the parent didn't even tell the student I had called.	Mrs. [REDACTED] is awesome. I wish I could be more of a helpful support to her!!
10/29/19 16:00:58	[REDACTED]	Sebastian Elementary School	2nd grade ELA/SS	[REDACTED]	Calm Understanding Patient Build relationships with kids Communication Organized	Time management Lesson Planning	Time management Calming Students	Time management Effective planning Helping troubled students	A check in once in a while, but she already does that. :)
11/8/19 14:20:53	[REDACTED]	Sebastian Middle	PE 6-8	[REDACTED]		Lesson planning	None	Esol, preparation for evaluation	She's great
11/8/19 14:13:05	[REDACTED]	Oslo Middle School	6-8 (Technology)	[REDACTED]	Effectively/Efficiently using technology Establishing connections and creating lasting relationships with my students Creating rigorous and engaging projects Patience	Organization Staying ahead of deadlines Creating small goals for my students to achieve that ultimately leads towards to big idea/picture.	There are some minor classroom management issues - mostly students' time of peer to peer discussion on a topic. Standing firm on punishments	The type of support that I am in need of is General Knowledge/Professional Ed testing materials. That is my main focus or goal as I expire this summer.	My mentor has been very supporting and helpful throughout this entire process. She is by far the best mentor anyone could ever ask for.
11/8/19 14:01:48	[REDACTED]	Storm Grove Middle School	8th ESE/Pre-Algebra	[REDACTED]	Building relationship with the student working one on one with the students	Classroom management	Time management , getting used to the curriculum, lesson planning	anything about ESE support Professional development focused on interactive, collaborative and engaging teaching techniques. I enjoyed the PD on Nearpod and the PD with Sherry White from Oslo Middle.	more understanding about ESE I would like to sit down with my mentor more to discuss some more techniques that he uses to engage his students and classroom management.
11/8/19 14:31:29	[REDACTED]	Vero Beach High School - Main Campus	Social Studies/10-12	[REDACTED]	One of my strengths as a teacher is building relationships with students and classroom management.	Making content more interesting and engaging for my students. Also, how to analyze data better.	Some challenges I am have are getting students to turn in work, attendance		
11/8/19 14:35:07	[REDACTED]	Vero Beach High School	English 10th grade	[REDACTED]	I feel my best strengths are my communication and social skills, patience, responsibility, tolerance. ability to solve conflicts, ability to explain and break down more complex things and make them more simple to help my students understand.	I would like to set high expectations for student achievement and apply higher-order thinking skills.	Lack of planning time, and too much paperwork. I don't have computers therefore, everything is written	Anything that has to do with planning	My mentor is awesome, she is always available to answer and help me with anything needed
11/8/19 15:45:36	[REDACTED]	Gifford Middle School	8	[REDACTED]	My strengths as a teacher are preparing the mastery goals within my instruction and lesson planning. Engaging with my students to strive for their full potential.	The areas I would love to grow in is learning about the Marzano Learning methods that SDIRC fosters here and educational strategies of classroom management	The only challenge I am facing is not being able to have computers in my classroom which makes it difficult to teach my students.	Language Arts Writing (FSA) and RTI, ESE, ESL, and ESOL.	Learning about meeting the Tier requirements for ADV.

Start time	Name2	School	Subject/Grade-level	Do you have a school-based mentor?	Think about the area of growth you identified after the 1st nine weeks. How have you grown in this area?	What area of growth will you focus on during quarter three? Please describe the need in detail. You may choose to continue with the same area from last quarter.	What are some challenges, if any, you are currently facing in the classroom?	What type of professional development/support would be beneficial to you right now?	What support would be helpful from your school-based mentor?
1/21/20 21:54:17	[REDACTED]	VBE	ELA 2 nd grade	[REDACTED]	I have grown with guided reading which includes procedures and stragglers.	Guided reading and becoming better and giving feedback to my students.	Not sure	Anything to do with teaching students to read.	The support that she is already giving.
1/28/20 13:33:03	[REDACTED]	Vero Beach High School	Social Studies/ 12	[REDACTED]	I worked hard to improve my routine and procedures for this semester. Consistent implementation and review of them as well.	Student monitoring and tracking. Better student monitoring in my economics class when giving group assignments and discussions. Also, improving tracking for course recovery for myself and self tracking for students.	Student motivation and consistency in working.	Student motivation techniques.	We recently just discussed classroom accommodations. I am planning on setting up a meeting to discuss ways to address student motivation and keeping students off task.
1/28/20 22:21:37	[REDACTED]	Sebastian Elementary	1st	[REDACTED]	I don't know what I wrote the last time. My classroom management has been weak and my mentor has given me some ideas to work on that.	My classroom management will be my focus. The students will start receiving dojo dollars as a visual to help them follow the rules and focus. My goal is to compliment the students, as well. Even on the smallest things.	My classroom management.	My mentor has been a great help to me and think that will suffice.	She has been helping me. (:
1/29/20 14:56:24	[REDACTED]	Sebastian Elementary	Grade 2	[REDACTED]	I believe my area i wanted to focus on was organization. I feel that i have become more organized but i would still like ideas so that i may keep my classroom flowing nicely.	Small group differentiation	Center rotations Differentiation Time management	Modeling for teachers to show different techniques.	- Fresh ideas - An occasional pop in.

New Teacher Need April 2020

Start time	Name2	School	Subject/Grade-level	Do you have a school-based mentor? If so, please submit his/her name here.	What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter.	What are some challenges, if any, you are currently facing in the digital classroom?	What type of professional development/support would be beneficial to you right now?	What support would be helpful from your school-based mentor?
4/21/20 18:19:58	[REDACTED]	Gifford Middle School	8th grade	[REDACTED]	Having tougher skin when it comes to parents and students.	Making sure that students are logged in. Learning the CANVAS software to connect with my students. Wanting to virtual connect with students hoping there will be a safe and secure software to be able to do so?	The start of the ACP at SDIRC, Canvas, ESE and Language Arts workshops. Orientation at a new school would be substantial. Learning about the do's and don'ts within the school so I won't get in trouble.	Debra is amazing!!!! She has really explained a lot of missing components within my school. She has truly been helpful and knowledgeable with me getting adjusted to the system.
4/27/20 14:20:05	[REDACTED]	Gifford Middle	English Language Arts - 6&7	[REDACTED]	Tracking students' progress and being efficient with canvas.	Getting the students to do the work.	Canvas 101	She has been doing her best to support in all areas.
4/27/20 14:40:42	[REDACTED]	Sebastian River Middle School	PE 6-8	[REDACTED]	I will choose to focus more on building relationships and making sure student's needs are met, and also communicating better with parents.	With my subject, we never use technology for lessons. So learning to use the different applications to give physical education lessons is certainly brand new for me.	Everything I've needed help with, the district seems to already have something in place to help me understand it.	She is already a great support. Can go to her for anything!
4/27/20 14:48:24	[REDACTED]	[REDACTED]	ESE 6 - 12	[REDACTED]	This quarter I will focus on lesson planning. Learning better how to write standard based plans. Also incorporating on using reading and writing standards along with whatever standard I'm using. I will also be focusing on how to read, understand and utilize data to determine that standards to utilize for instruction.	My challenge is learning how to utilize the mediums that we are using. Canvas is a great program however, my prior experience with it was nonexistent. I have been participating in the PDDs but it's a little hard to follow because I don't have children assigned to me and Im not having to upload work so I can't follow a lot of the examples given or try or practice on my own. I am in the ESOL Methods class so I'm learning how to navigate Canvas for that purpose. At the ACE, we are using Edgenuity with our students and I'm learning it a little more day by day. Overall, I'd say I'm fine. Everything is a learning experience and I'm determined to be a master at it very soon.	I will continue to take advantage of the PDS that are currently being offered. I know that I can reach out to you all if I need help, so I'm good.	He's doing the best that he can. I'm not in need of anything in particular from him. I can always teach out to him if I need anything.
4/27/20 15:25:04	[REDACTED]	Sebastian Elementary School	2nd grade/ ELA&SS	[REDACTED]	Scheduling/timing Organization	I wouldn't say that I am facing any challenges in particular. I would however, like to take this time to improve the strategies I use in the classroom. For example, I would like a stronger small group. I would like ideas and practices to make sure that my small group flows smoothly and transitions are well. I would also like to work on my organization and tracking methods of my students.	Teacher binder go to's Small group and differentiation Monitoring/ tracking and applying to future lessons	Good reads Ideas Motivating talks Check in's
4/27/20 18:32:26	[REDACTED]	Oslo Middle School	6-8	[REDACTED]	None at the time.	None at the time	None at the time	No additional support from my my mentor is necessary. However I would like to compliment my mentor. My mentor has done a fantastic job of staying in communication with me the entire school year. Even during distance learning she has been checking to ensure I am doing well. She has provided me ample space and time to come complete task and utilize her help as needed.
4/28/20 9:12:24	[REDACTED]	SRMS	6/7th grade PE	[REDACTED]	Instructional Delivery- being describe and perform learning strategies.	None	NA	We have a plan in place and Im currently completing the process.
4/30/20 9:55:21	[REDACTED]	Sebastian River High School	Algebra 1 & Algebra 2 / 9th, 10th, 11th, 12th	[REDACTED]	The area of growth I will focus on during quarter four is to keep a connection with my students as we continue classes virtually.	Some challenges I am facing in the digital classroom is communicating with non-English speaking households.	Professional development support that would be beneficial to me going forward is assistance and support with available resources for courses I teach.	Good question, I cannot answer since I do not have a school-based mentor.
5/2/20 13:29:58	[REDACTED]	VBE	2nd	[REDACTED]	Working on what assignments are appropriate and how to fit the needs of students.	Getting students to finish all the assignments.	Just having support	Just support
5/4/20 15:09:02	[REDACTED]	Vero Beach Elementary	3rd Grade ELA and Social Studies	[REDACTED]	Navigating distance learning and reaching and connecting to parents.	Reaching parents and student motivation.	I think that I am getting the support that I need from my peers, mentor and school district.	My mentor meets with me weekly and I feel like she is giving me the support that I need. Most recently we worked with another teacher on organizing a list for possible student retention. I'd next need to focus on end of year preparation. I am a little uneasy with packing up my room and getting papers put together.

5/5/20 12:35:02

ACE

Science 7th

I would like more hands on help with Time Management, Scaffolding Lessons, and Lesson Plan

My challenges would be the daily struggle of getting my students to log in and complete assignments during the normal schools hours. I am also finding my students do not understand and do not know how to access anything by way of Canvas.

I have done the PD's (all the Canvas and Forms) each week with Mrs. O'Donnell and this has been a big help; however, it is a lot of information to learn and implement in such a short time.

Any support or knowledge that she can give to me will be helpful because the structure of the teaching methods have become so political based since the last time I taught.

Section II - Mentoring

Required Action 4

Attachment B



REQUIRED ACTION 4

Ensure the mentoring for all new teachers, including African American teachers, is tailored to meet the individual needs of each new teacher.

EXPLANATION OF ATTACHMENT

Attachment B includes the following evidence of implementation:

- 2019 – 2020 Semester 1 Mentor logs



SDIRC's STAR Program Mentor Log
2019-2020

8400003-20
001

New Teacher's Needs: Help with field trip planning and paperwork as well as SAC funding request

New Teacher/Employee ID #: [Redacted]

Mentor Teacher/Employee ID #: [Redacted]

School: Oslo Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
11/22	8:50-9:30	Received help filling out and submitting a request to SAC for funding for my coding club

40 minutes = Total time spent mentoring new teacher (1)

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

[Redacted Signature/Date]

[Redacted Signature/Date]

Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR Program Mentor Log

8406003-20

2019-2020

001

New Teacher's Needs:

- Time Management
- lesson goals
- New Plan - what is needed to be successful

New Teacher/Employee ID #



Mentor Teacher/Employee ID #



School

PIE

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
12/2/19	7:30-8:00	Discussion concerning Mentor Meetings - when/what
12/6	7:30-8:00	Encouraging words/Evaluation
12/9	7:30-8:00	Lesson Plans
12/13	7:30-8:00	iReady Reports
12/16	7:30-8:00	Report cards

2.5 Total hours spent mentoring new teacher

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(Mentor's Signature)

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:
 More instruction/ guidance on working with the various behaviors in the classroom
 Setting.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Sebastian River High School _____

8406003-19

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/12/19	2:15-2:45	Explained how to enter progress reports in focus
9/20/19	2:15- 2:45	Went over new Non-Attendance form. Explained what actions were needed to be taken at what number of absences.
11/14/19	2:15-2:45	Discussed various behavioral issues and ways to work with each issue to make the class run more smoothly.
12/4/19	2:15-2:45	Went over behavioral form & student rules & procedures.
1/9/2020	2:15-2:45	Discussed the changes in the mentor log & what was needed, who would enter the information & get it to district. How my new classes where going. Making sure to present all of the procedures and give consequences right from the start of the semester.

8406003-20
(001)

2.5 Total hours spent mentoring new teacher

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 (Mentor receives 18 service points per semester.)

 Mentor's Signature/Date

 New Teacher's Signature/Date



84010003-19

031

SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

- Differentiate material for students that have IEP/504/ELL - Marzano #9
- Checking for understanding - Marzano #33

New Teacher: [REDACTED]

Mentor Teacher: [REDACTED] [REDACTED]

SGMS

Date	Time	Detailed explanation of support including action steps, when applicable
8/6/19	8:30-9:30	Established classroom rules and procedures; created Syllabus. Marzano #4, 5, & 6
8/20/19	9:45-10:30	Lesson planning for CH 01 - Thinking Like a Historian. Marzano #1-49
8/27/19	9:45-10:30	Lesson planning for CH 01 - Thinking Like a Historian. Marzano #1-49
9/3/19	9:45-10:30	Planning for CH 01 review and test. Marzano # 13, 14, 15, 25
9/10/19	9:45-10:30	Lesson planning for CH 02 - Exploring the Americas. Marzano #1-49
9/17/19	9:45-10:30	Lesson planning for CH 02 - Exploring the Americas. Marzano #1-49. Needed help with some written responses, Marzano # 18.
9/24/19	9:45-10:30	Planning for CH 02 review and test. Marzano # 13, 14, 15
10/1/19	9:45-10:30	Lesson planning for CH 03 - Colonial America. Marzano #1-49
10/8/19	9:45-10:30	Lesson planning for CH 03 - Colonial America. Marzano #1-49
10/15/19	9:45-10:30	Planning for CH 03 review and test. Marzano # 13, 14, 15, 25
10/22/19	9:45-10:30	Lesson planning for CH 04 - Life in the American Colonies. Marzano #1-49. Had some issues with some parents, asked for guidance/advice as to how to proceed forward.

10/29/19	9:45- 10:30	Lesson planning for CH 04 - Life in the American Colonies, Marzano #1-49. Helped plan for Formal Evaluation.
11/5/19	9:45- 10:30	Planning for CH 04 review and test. Marzano # 13, 14, 15, 25
11/12/19	9:45- 10:30	Lesson planning for CH 05 - The Spirit of Independence. Marzano #1-49
11/19/19	9:45- 10:30	Lesson planning for CH 05 - The Spirit of Independence. Marzano #1-49
11/26/19	9:45- 10:30	Planning for CH 05 review and test. Marzano # 13, 14, 15, 25. Lesson planning for CH 06 - The American Revolution. Marzano #1-49
12/3/19	9:45- 10:30	Lesson planning for CH 06 - The Spirit of Independence. Marzano #1-49. Planning for CH 06 review and test. Marzano # 13, 14, 15, 25.
12/10/19	9:45- 10:30	Lesson planning for Semester review and semester exam. Marzano # 13, 14, 19, 23, 25,
Total	13 Hours	

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

Mentor's Signature/Date
Signature/Date

New Teacher's

[Redacted Signature/Date]

[Redacted Signature]

SDIRC Alternative Certification Program Mentor Log



84060003-19
39

Date/Time	Attendees	Purpose of Meeting
08/07/19 (3:45-4:10)	Brittany + Tiffany	Go over orientation
08/09/19 (3:45-4:10)	Brittany + Tiffany	Talk about first week of school. Spoke about unit assessments.
08/14/19 (3:45-4:00)	Brittany + Tiffany	Check in – discuss how things are going. Prepare for fall iReady diagnostic
08/20/19 (3:45-4:10)	Brittany + Tiffany	Discussed open house coming up
08/29/19 (3:45-4:00)	Brittany + Tiffany	Check in – discuss how things are going
09/09/19 (3:45-4:00)	Brittany + Tiffany	Extended planning, unit of inquiry. Also spoke about Hurricane Dorian procedures and rules. Spoke about progress reports & grades
09/23/19 (3:45-4:00)	Brittany + Tiffany	Conference week. Spoke about conference schedule. Spoke about ACP classes I am taking.
10/09/19 (3:45-4:00)	Brittany + Tiffany	Check in – Discuss how things are going. Talk about the official conference night and discussed report cards.
10/28/19 (3:45-4:00)	Brittany + Tiffany	Went over report cards (standards, posting, and comments)
11/07/19 (3:45-4:10)	Brittany + Tiffany	Pre-observation conference with Tiffany – going over how the procedures and what I will say
11/19/19 (3:45-4:00)	Brittany + Tiffany	Check in – Discuss how observation and post observation went. What would I do differently?
12/02/19 (3:45-4:00)	Brittany + Tiffany	Check in – Discuss how things are going? Including my student's RTI data for our data chat on Wednesday.
12/12/19 (3:45-4:00)	Brittany + Tiffany	Check in – Discuss report cards and standards check off to ensure they're the needed ones for the report cards

By _____ this year, we are confirming that all the above
in _____

Signature/Date

ACP Teacher's

Total minutes

235

New Teacher Sign.

4 hours



SDIRC's STAR Program Mentor Log

2019-2020

8404003-F
(040)

New Teacher's Needs:
 Learn about Rosewood Magnet's policy and procedure – general school information
 Standards pacing and assessment schedule
 Kindergarten specific -activities and events
 Curriculum and Core Knowledge resources

New Teacher: [REDACTED]
 Mentor Teacher: [REDACTED]

Date	Time		Detailed explanation of support including action steps, when applicable
8/7/19	3:00-3:30	.5	Orientation day information – what to do, expect, prepare
8/9/19	3:30-4:00	.5	Lesson Planning for staggered start week
8/17/19	10:00-12:00	2	Lesson Planning for first quarter
8/23/19	1:05-1:50	.75	Lesson Planning continued
8/28/19	1:05-1:50	.75	Steam Day planning
9/6/19	1:05-1:50	.75	Assessment Planning
9/11/19	1:05-1:50	.75	Open House information – prepare power point presentation
9/18/19	7:45-8:15	.5	Assessment Review - collaboration
9/26/19	7:45-8:30	.5	What to prepare for conferences – paperwork, work samples
10/1/19	3:30-4:30	1	iReady Diagnostic data review
10/11/19	7:45-8:45	1	RTI group lesson planning and data review
10/15/19	7:45-8:15	.5	Show and explain rubric – how to assess
10/21/19	7:45-8:30	1.5	How to prepare for a formal observation – paperwork, lesson planning
11/5/19	1:05-1:50	.75	Kindergarten Core Knowledge Native American resources and planning
11/12/19	1:05-1:50	.75	Science Fair information
12/6/19	7:45-8:30	.75 (B)	2 nd quarter standards assessment planning

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

[REDACTED]

points per semester.)

[REDACTED]

New Teacher's Signature/Date

[REDACTED]

84 00003-19
 (037)

SDIRC Alternative Certification Program Mentor Log

(0510)



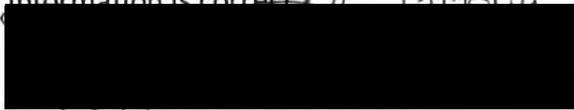
new teacher
 mentors



Date/Time	Attendees	Purpose of Meeting
8/8/19 1:15PM - 1:40PM 5	[Redacted]	Meet Greet & Introduction - If I had an questions on my first few days.
8/16/19 1:20PM - 1:40PM 30	[Redacted]	Discussion of trying to find more time to meet. Due to his work schedule and my soccer schedule both over loaded to coordinate time to meet.
8/21/19 3:15PM - 3:30PM 25	[Redacted]	Touch base about first few weeks. Check in on issues or problems that have occurred.
8/28/19 3:15PM- 3:45PM 5 (2)	[Redacted]	I had attempted to discuss issues with co worker, but Mr. B was not willing to provide the support that I needed in that time.
9/12/19 7:15AM - 7:45AM 5	[Redacted]	Spoke to [Redacted] about the Mentor Change due to logistic issues with [Redacted] This mentorship is a much better fit due to schedule and time availability.
9/16/19 7:15AM - 7:45AM 5	[Redacted]	Asked question about parent teacher conferences and the procedures of what to do and where to be on that day.
9/20/19 7:15AM - 7:45AM 5	[Redacted]	Came to [Redacted] about an issue with an order that was changed prior to my knowledge without communication to me. I was angry about the situation. [Redacted] assisted me with drafting an email to Administration about the issue with the Pink Uniforms.
9/26/19 7:45PM - 8:45PM 1	[Redacted]	We had a long discussion of the issues that I was having with Coach Johnson. We came together to formulate a plan for keeping track and record of each of the situations moving forward.
10/2/19 7:15AM - 7:45AM 5	[Redacted]	I had asked for guidance through difficult meeting with HR about the Coach Johnson issue. Submitted information to District HR and they investigated the incident where there was a witness.

10/9/19 7:15AM - 7:45AM (5)		I have been Struggling with managing soccer and the internal issues within my Department and I was getting worn out. THANKFULLY, Almost done with duty and soccer.
10/14/19 7:15AM - 7:45AM (5)		FINALLY, FREE of ALL extra responsibilities and now can focus on "Teaching" part of my job.
10/22/19 7:15AM - 7:45AM (5)		Brainstorming ideas for classroom management / Add Administration. Issues involving Racial Divide and issues within my 8 th grade classes.
10/29/19 7:15AM - 7:45AM (5)		NEW IDEA IMPLEMENT – CLASS/Unit RUBRIC No question about grading due to the RUBRIC outlines class expectations and grading objectives.
11/1/19 7:15AM - 7:45AM (5)		Huge SUCCESS with Rubric and grading outline. This has assisted with where students are in the class. Students are unaware that each day counts with PE.
11/4/19 7:15 AM - 7:45AM (5)		I finally have turned a corner with finding things that work within the dynamic. I am still a work in progress, but things are much better than in the beginning
11/14/19 3:15PM - 3:45PM (5)		Updated [REDACTED] with current events and questions about Midterm exams with the getting my test approved and what else was necessary to submit to administration.
11/21/19 3:00PM - 3:30PM (5)		Assist with Racial/Discriminatory Issues in PE - asked for guidance and suggestions to improve class dynamic.
11/26/19 7:15AM - 7:50AM (95)		Accounting issues with the PE Budgets and fundraising questions about club programs at school.
12/3/19 7:15AM - 7:45AM 5		Discussed issued with a new Purchase Request that I submitted to the PE Department and was told that I was not able to purchase anything at this time.
12/11/19 7:15AM - 7:45AM (9)		Realized that I was using the wrong account information to purchase PE Equipment. I will be holding off on my order due to the account being a fundraised account not an internal revenue account.

By signing this document at the end of the year, we are confirming that all the above information is correct.

A black rectangular box redacting the signature of the mentor.

Mentor's Signature/Date

A black rectangular box redacting the signature of the ACP teacher.

ACP Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

Teaching informational text
Classroom management
Small groups

8406003-19

Q43

New Teacher _____

Mentor Teacher _____

SGMS

Date	Time	Detailed explanation of support including action steps, when applicable
8/12	2:45-3:15	Curriculum, standards, course map
8/30		Planning for informational standards
9/12		Tips for classroom management
9/19		Tips for small groups
9/27		Planning together
10/9		Curriculum, standards, grading help
10/23		Report card tips
10/31		How to deal with behaviors
11/6		Planning together
11/19		Using standard scale w/ students
12/5		How to make a midterm tips
12/11		Planning for next semester
12/18		Parent relationship building

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[Redacted Signature]

12/6/19

Mentor's Signature/Date

[Redacted Signature]

12/10/19

New Teacher's Signature/Date

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020

8406003-20

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

005

Quarter 1 2 3 4

Mentor Teacher's Name: [Redacted]

Mentor Teacher ID#: [Redacted]

New Teacher: [Redacted] # years of prior teaching experience 0

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
8/13/19	3:35-4 ⁰⁰	checking in	R / KG
9/10/19	4 ³⁰ -5 ⁰⁰	How can I help you??	R / KG
9/12/19	7 ⁵⁰ -8 ⁰⁰	MTSS	R / KG
9/19/19	7:15-7:30	Parent communication	R / KG
9/24/19	7:15-7:30	conferences	R / KG
9/26/19	7:30-7:45	flexibility, weekly happenings	R / KG
10/4/19	7:35-7:45	checking in	R / KG
10/9/19	7 ³⁰ -7 ⁴⁰	Parent communication	R / KG
10/15/19	7 ²⁰ -7 ⁴⁰	medy max	R / KG
10/23/19	7:35-7:50	checking in	R / KG
			/
			/
			/
			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 165 minutes

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.

2.75 hours

Citrus

VI. SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020



MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Mentor Teacher's Name: [Redacted]

Mentor Teacher ID#: [Redacted]

New Teacher: [Redacted] # years of prior teaching experience _____

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New	
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV	RT
8-13-19	10:00-12:00	Scheduling and Rosters	BR	CG
	1:00-3:00			CG
8-14-19	8:15-9:00	Schedules and Rosters	BR	CG

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER **3.75 hrs.**

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.

(10)



SDIRC's STAR Program Mentor Log

2019-2020

84 Dec 03-19
0350

New Teacher's Needs:

Information about grading, school policies/expectations for teachers, ESE inservice hrs. needed, student/parent contact questions.

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School Sebastian River Middle

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/15/19	2:45-3:45pm	FOCUS attendance questions, etc. How to ✓ to be sure attendance was taken, etc.
9/13/19	3:00-3:30pm	Touched base about contacting students' parents, documentation required, etc.
10/17/19	2:45-3:00	Spoke about her recent observation/evaluation
11/22/19	3:00-3:15	Touched base briefly, but she said she's been getting help when needed from
12/13/19	2:45-3:30	Semester exams/Sem. grading/LCA, etc
12/19/19	3:00-3:30	Student concerns / how to get
3.75 <u>4</u>		Total hours spent mentoring new teacher ESE Inservice needed

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentor's Name) [Redacted] e points per semester [Redacted]

[Redacted Signature]

Mentor's Signature/Date

11/19/19

[Redacted Signature]

New Teacher's Signature/Date

12-19-19

*her next door teacher friend, Ms. [Redacted]

as they both teach science while her I'm math & most of her questions are content related.



SDIRC's STAR Program Mentor Log

2019-2020

8400003-19
041

New Teacher's Needs:

Certification, course work, general teaching
Expectations (school culture)

New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School Strawn Grove Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/22/19	4:00pm-5:30pm	Ese forms on focus
8/23/19	3:00pm-3:15pm	Mentor Change meeting w/ [redacted]
8/27/19	10:42-11:33am	Lesson Plans how to develop effectively
9/6/19	10:42-11:33am	Co-teach Module
9/10/19	3:00-3:15	Beacon Course - how I was doing
9/17/19	3:00-3:15	Moved to Math department - Check in
9/23/19	3:00-3:30	Parent Conference - Tips + Planning
10/01/19	3:00-3:15	Mentor Meeting dates + time on Tues @ 3:00pm
10/08/19	3:00-3:15	Ese Certification - how to study for it
10/15/19	3:00-3:15	Tip for teaching small group
10/22/19	3:00-3:30	Beacon Course - Questions

10/31/19 2:45-3:00 Meeting w/ Terri

6.25 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester)

[redacted signature]

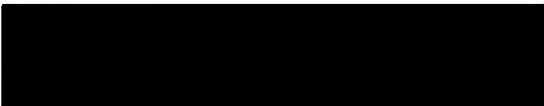
1/6/2020

Mentor's Signature/Date

[redacted signature]

1/6/2020

New Teacher's Signature/Date



Part 2



SDIRC's STAR Program Mentor Log 2019-2020

84 06003-19
(042)

New Teacher's Needs:

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
11/5/19	3:00-3:30	Beacon Course - Question
11/12/19	3:00-3:15	Progress Reports Grades Tips
11/19/19	3:00-3:30	Ese Certification Study Reviews
12/3/19	3:00-3:30	Beacon Course - Questions
12/10/19	3:00-3:30	Beacon Course - Questions
12/16/19	3:00-3:30	Report Cards / Ese Progress Reports

2:45 Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester)

[Redacted Signature] 1/6/2020

Mentor's Signature/Date

[Redacted Signature] 1/6/2020

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log 2019-2020

8400003 - P
032

New Teacher's Needs:

- Standards Based Instruction
- Classroom Management
- Various Administrative Duties (Field Trip, receipting monies, etc.)
- Report Cards
- Lesson Planning

New Teacher/Employee ID #



Mentor Teacher/Employee ID #

School Fellsmere Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/22/19	9:45-10:15	Worked on Standards based instruction planning for ELA and Math
8/29/19	3:30-4:30	Worked on Standards based instruction planning for Science
9/10/19	9:45-10:15	Worked on Standards based instruction planning for ELA and Math
9/25/19	3:30-4:30	Worked on Standards based instruction planning for Science
10/17/19	9:45-10:15	Worked on Classroom Management
10/29/19	3:30-4:30	Worked on Report Cards
11/13/19	3:30-4:30	Data Analysis
11/19/19	3:30-4:30	Worked on Standards based instruction planning for ELA and Math
11/25/19	9:45-10:15	Worked on Classroom Management
12/18/19	1:45-2:45	Co Teaching Math
12/20/19	1:45-4:15	Report Cards

10.5 Total hours spent mentoring new teacher

11

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



Mentor's Signature/Date



New Teacher's Signature/Date

12/20/19



SDIRC's STAR Program Mentor Log

2019-2020

8406003-1
045

New Teacher's Needs:
 Training in Sanford Harmony
 weighting grades in Focus
 IReady info
 PBIS

✓

New Teacher/Employee ID # [REDACTED]
 Mentor Teacher/Employee ID # [REDACTED]
 School Beachland

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/23	4-4:30	Sanford Harmony -
8/30		Thinking Maps
9/6		Kagan strategies
9/13		PLC Data
9/20		Report card info, FOCUS
9/27		Social studies curriculum
10/11		PLC Data - IREADY Reports
10/25		AR information
11/8		ESOL class - Reading Endorsement
12/10	↓	PBIS Rewards
12/12	4-4:30	Report cards - Focus

0.5 x 11 =
5.5 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester)

1-10-20
 Mentor's Signature/Date

1-10-20
 New Teacher's Signature/Date



8400003-19

034

SDIRC's STAR Program Mentor Log

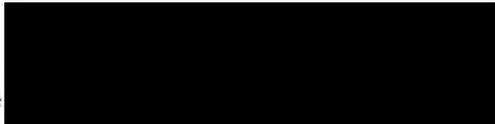
2019-2020

New Teacher's Needs:

- Stronger ELA small group
- Stronger classroom management & consequences
- more organized data tracking.
(binders for behavior, communication, ETC.)

-D mean what you said.

New Teacher/Employee ID #



Mentor Teacher/Employee ID #

School Fellsmere Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/23/19	7:30-8AM	Introduction as mentor / discussed my goals / ^{how to achieve them}
9/13/19	7:30-8AM	Discussed progress reports / progress ✓-in
9/27/19	7:30-8AM	Progress ✓ (discussed new strategies) help w/ feeling ^{Problem solved}
10/11/19	7:30-8AM	Talked about what's working / not working ^{over-whelm}
10/24/19	7:30-8AM	Discussed report cards / went over instructions
11/8/19	7:30-8AM	Discussion / modeled small group strategies
11/22/19	7:30-8AM	Progress ✓-in / our "How am I doing" discussion ^{on-}
12/2/19	7:30-8AM	Went over iReady testing / expectations / check-in
12/11/19	7:30-8AM	Chat about my growth → how I feel I've grown ^{set new goals}
12/16/19	7:30-8AM	Talked about what went well / what improvements I could make next semester. Switched me

5 Total hours spent mentoring new teacher to help plan reading to assist in my goals of getting stronger in that content area.

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester)



Mentor's Signature/Date



New Teacher's Signature/Date

STAR Mentor Program Log 19-20

* Countless texts/emails/phone calls for guidance and support

8406003-20
 (001)

SDIRC Alternative Certification Program Mentor Log



Date/Time	Attendees	Purpose of Meeting
8/28 2:00-3:00	[Redacted]	To discuss our book, we are reading for our PD. I had a few questions about our pillars. R.E.A.C.H.
9/10 2:15-3:15	[Redacted]	To discuss where to go for the pep rally Friday and discuss informal questions.
9/18 12:30-3	[Redacted]	PD workday- asked some questions regarding the book study.
9/19 2:15-3:10	[Redacted]	Monthly meeting check in discussed time frame for formal evaluations and what to expect.
10/9 2:00-3:00	[Redacted]	Went over a few questions for the PD pillar meeting.
10/7 2:15-3:00	[Redacted]	Monthly meeting check in. Discussed setting up formals and when we should get these done.
11/20 2:15-2:36	[Redacted]	Check in meeting with Terri B and mentor. Discuss progress with ACP program and all of the required test that I still need for my professional certification. I have until 2021 to get all that is required complete.
11/21 2:30-3:00	[Redacted]	Discuss student issue- C.T. Having issues with a student who is on a behavior plan. She arrives late to class almost every day and she does not do any work. We share this student and were discussing different strategies to help encourage this student to do her work in class.
11/26 2:30-3:00	[Redacted]	Discussed classroom management with 7 th period and a specific student issue. This is a ruff crowd, just brainstormed some different ideas to try to make my teaching life easier. Chunking assignments into smaller sections is working better for them. I cannot normally get them to do more than one-page worth of work by this time in the day.
12/2 2:10-2:20	[Redacted]	Spoke with her about K. T. - Same student I was having issues with last week. Paula had a talk with

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2018-2019

840603-19
033

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Peer Teacher Name: [redacted] Peer Teacher ID#: [redacted]

New Teacher: [redacted] #years of prior teaching experience _____

IRA

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/12/16	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
8/8/19	1:00 - 1:30	Meet/Greet	BA / WD
8/14/19	7:45 - 8:15	Class Set up	BA + WD
8/19/19	8:00 - 8:15	Procedures	BA / WD
8/29/19	7:45 - 8:15	Progress Talk	BA / WD
9/12/19	7:45 - 8:15	Adherence to Expectations	BA / WD
9/18/19	7:50 - 8:00	Con. Discipline	BA / WD
9/26/19	7:45 - 8:00	Multi. Cult. Ideas	BA / WD
10/1/19	7:45 - 8:00	Multi. cult. Ideas	BA / WD
10/9/19	7:45 - 8:15	Conferencing	BA / WD
10/16/19	7:45 - 8:15	Classroom Management	BA + WD
			/
			/
			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 3 hours and 55 minutes

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.

8

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2018-2019

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Peer Teacher Name: _____ Peer Teacher ID#: _____

New Teacher: _____ #years of prior teaching experience _____

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/12/16	2:30-3:15	Help with FOCUS , meet the teacher night	MV / RT
11/1/19	7:45-8:15	Test Taking	/
11/5/19	7:45-8:15	For GK essay → Classroom Mgt.	BH / RW
11/11/19	7:45-8:15	Expectations	BH / RW
11/18/19	7:45-8:15	Behavior	BH / RW
12/2/19	7:45-8:15	Expectations - 3rd	BH / RW
12/16/19	7:45-8:15	GK Review	BH / RW
12/19/19	2:00-3:00	2020 plans/goals	BH / RW
			/
			/
			/
			/
			/
			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 4 hours

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.

SDIRC Alternative Certification Program Mentor Log



Date/Time	Attendees	Purpose of Meeting
09/12/2019 <u>2:15-3:00pm</u>		We talked about how to serve a specific student that we had best according to his learning style.
09/18/2019 <u>2:15-3:00pm</u>		We talked about what to do in specific situations with students and how to de-escalate.
09/19/2019 <u>2:15-3:00pm</u>		We talked about how the beginning of the school year has been going and how to deal with a certain student situation.
10/03/2019 <u>2:15-3:00pm</u>		Formal/informal evaluations, Marzano, and common boards
11/20/2019 <u>2:45-3:15pm</u>		We talked about how to relieve stress from myself in the classroom and Terri wanted to observe me. We talked about getting instructional strategies from the other Biology teachers and to let go of control issues I have in the classroom.
12/03/2019 <u>10:55-11:45</u>		Terri observed my 5 th period class and shared some noticings and wonderings with me regarding the lesson. She wondered how I get students to memorize vocabulary and mentioned that I do not waste time in the classroom.
12/04/2019 <u>11:45-12:15pm</u>		I went to Paula's classroom to observe her classroom procedures, routines, and pedagogy. She told me what a typical day looks like in her classroom and gave me some coffee! I took notes and learned a new instructional strategy.
12/11/2019 <u>11:45-12:15pm</u>		We went to Paula's classroom during lunch and talked about discipline issues we had with students and how to improve instruction.



SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:
More instruction/ guidance on working with the various behaviors in the classroom
Setting.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Sebastian River High School _____

8406003-19

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/12/19	2:15-2:45	Explained how to enter progress reports in focus
9/20/19	2:15- 2:45	Went over new Non-Attendance form. Explained what actions were needed to be taken at what number of absences.
11/14/19	2:15-2:45	Discussed various behavioral issues and ways to work with each issue to make the class run more smoothly.
12/4/19	2:15-2:45	Went over behavioral form & student rules & procedures.
1/9/2020	2:15-2:45	Discussed the changes in the mentor log & what was needed, who would enter the information & get it to district. How my new classes where going. Making sure to present all of the procedures and give consequences right from the start of the semester.

8406003-20
(001)

2.5 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentor Teacher earns 2.5 points per semester)

Mentor's Signature/Date

New Teacher's Signature/Date



✓

8406003-20
001

SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

Margaret has been in the education field longer than myself (I've been teaching 12 years). She needs help navigating the district.

New Teacher _____
Mentor Teacher _____

Date	Time	Detailed explanation of support including action steps, when applicable
11/12/19	10:45-11:00 am .5	Margaret needed help accessing the forms for her observation, so I helped her to locate them.
11/14/19	10:27-11:13 am .75	Weekly planning for 7 th grade ELA teachers
11/21/19	10:27-11:13 am .75	Weekly planning for 7 th grade ELA teachers
11/27/19	7:30-7:51 .30	Talked about data from last unify assessment.
12/5/19	10:27-11:13 am .75	Weekly planning for 7 th grade ELA teachers
12/10/19	10:45-11:00 am .25	Showed Margaret where to sign up for professional development in the future. 😊

2.75
(4)

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

 12/20/19
Mentor's Signature/Date

 12/20/19
New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log 2019-2020

8406003-20
006

New Teacher's Needs:
Facilitate student needs by reviewing data gathered from multiple sources (IReady, Unit assessments, etc.), and identify areas of improvement with pedagogical practices.

New Teacher: [REDACTED]

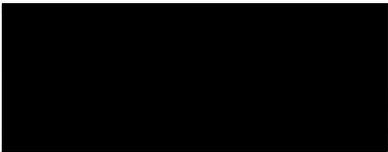
Mentor Teacher: [REDACTED]

Date	Time	Detailed explanation of support including action steps, when applicable
11/12/19	7:15 a.m.- 7:30a.m.	This was a short meeting talking about what Kimberley felt she wanted to improve on. We will get together for action steps at the next meeting.
11/14/19	7:23 a.m.- 7:45a.m.	A concern regarding student scores was brought up in discussion. Kimberley talked me how she taught her unit and how this advocates their scores.
11/19/19	7:11 – 7:25 a.m.	Reviewed Marzano, focus on Element D1E2 – assists students with maintaining accountability with their success. Teacher has been increasing the frequency of conferencing with students using their data to ~once weekly. Next action steps: conferencing during small group with identified students based off multiple data sets (Iready, assignments, ect).
11/21/19	7: 10 – 7:25 a.m.	Teacher received additional data to use while conferencing with students. Will continue to monitor frequency of conferencing for the next few weeks; adjust as needed.
11/26/19	7:30 – 7:40 a.m.	Discussed survey – teacher continuing to work on higher order thinking and data tracking/conferencing.
12/3/2019	3:23 – 3:40 p.m.	Teacher noticed classroom procedures were not being followed accordingly after Thanksgiving. Discussed reinforcing and reteaching expectations following long-term breaks/vacations.
12/10/2019	7:45 – 7:55 a.m.	Details regarding meeting times and places need to be written down along with the date of said events – teacher did not report to proper location for

		mandatory meetings – discussed accountability. Improvement noted in procedures due to reinforcing/reteaching.
12/12/2019	7:30 – 7:45 a.m.	Teacher discussed recent data collected for upcoming unit assessments. Attention was focused on bottom quartile students as well as those who showed low understanding of content through white board review. Discussed how teacher will use this data to adjust content presentation to fulfill knowledge gaps.
12/17/19	7:15 – 7:30 a.m.	Field trip protocols were discussed and reviewed. Reviewed accountability for students and referred to nurse for EpiPen emergency training. Assistance was provided for creating groups that will cause little friction during the trip.
12/19/2019	7:30m – 7:45 a.m.	Reviewed field trip experience. One point of improvement that was discussed was ensuring that students and chaperones do not leave the gate when gathering to leave the park – this way teachers are still in the park if a search party is necessary. Another point was to have both groups rosters, not just their homeroom. This way if one teacher arrives sooner, role can be taken of who is present to speed up and ease the dismissal procedure.

3 hours

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

 *12/20/19*

Mentor's Signature/Date



New Teacher's Signature/Date *12/20/19*



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

Quality IEPs



New Teacher _____

Mentor Teacher _____

Date	Time	Detailed explanation of support including action steps, when applicable
12-6-19	30mins	ESE monthly meeting, Quality IEP

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

Mentor's Signature/Date

1-16-2020

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

8406003-19
CDD

New Teacher's Needs: Curriculum and behavior management support

New Teacher [REDACTED]
 Mentor Teach [REDACTED]



*Sebastian
Elon.*

Date	Time	Detailed explanation of support including action steps, when applicable
11/18/19	9:00-11:00	Mentor joined the class to observe and assist teacher. Opportunity to brainstorm ways to improve instruction and classroom management
11/19/19	12:20-1:00	Mentor joined the teacher's grade level meeting. This allowed the mentor to know the grade level content that was expected to help provide instructional support
12/3/19	12:15-12:30	Checked-in: weekly curriculum support, guided reading groups, brainstormed possible volunteer materials
12/3/19	12:30-1:00	Mentor joined the teacher's grade level meeting. This allowed the mentor to know the grade level content that was expected to help provide instructional support
12/5/19	12:30-12:45	Check-in: weekly curriculum support; established weekly day and times that we will meet
12/9/19	12:20-1:00	Brainstorm: Classroom management and differentiated instruction for whole group and small group math lesson
12/10/19	12:30-1:00	Mentor joined the teacher's grade level meeting. This allowed the mentor to know the grade level content that was expected to help provide instructional support
12/16/19	12:30-1:00	Check-in: Bre Asia shared her success stories: math whole + small group instruction along with formative assessments. She shared her new math center and we brainstormed how she could differentiate it for the future
Total Hours	5 hours 20 minutes	

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

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

8402003-19

New Teacher's Needs: [redacted] IRA, 4th grade writing and science. Mentor: [redacted]
 Strengths: classroom management, Lesson planning
 Areas to improve: lesson execution, parent contact
 Challenges in Classroom include displaying academic progress/layout. (Continued on back)

New Teacher: [redacted]
 Mentor Teacher: [redacted]

Total hours: 2.5

Date	Time	Detailed explanation of support including action steps, when applicable
08/09	9:45am	Classroom management / Classroom layout.
08/22	10:45am	Science lesson plans - helped me make them
09/13	3:45pm	Talked about hot questions
10/18	10:45am	Lesson plan ideas for creative hands on in science.
10/23	8:00am	Talked about how to make hands on science activities more manageable.
11/20	8:00am	Talked about Marzano's teacher evaluation chart.
12/11	8:00am	Talked about fun/educational holiday activities

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

[redacted signature box]

Mentor's Signature/Date

[redacted signature box]

New Teacher's Signature/Date

Type of professional development: writing cycle
of Science

Support from mentor: Mentor supports me anytime a situation comes up where I am not sure what to do or how to handle said situation.



SDIRC's STAR Program Mentor Log

2019-2020

8400003-19

New Teacher's Needs:
 Classroom management strategies
 Unit/Lesson Planning
 Meeting diverse needs of students

118

New Teacher [REDACTED]

Mentor Teacher [REDACTED]

IRA

Date	Time	Detailed explanation of support including action steps, when applicable
8/15/19	9:00-9:45	Checked in to see what she might need help on this week preparing her room and made sure she had the materials she needed.
8/9/19	12:00-3:00	Planned ELA, Math and Assessment for the first week of school.
8/12/19	2:00-2:40	Check-in and talked about some management strategies
8/26/19	3:30-5:00	Standards based lesson planning for ELA and Math
9/5/19	2:00-2:40	Followed up on classroom management ideas and strategies
9/16/19	3:30-5:00	Standards based lesson planning for ELA and Math
9/23/19	3:30-5:00	Standards based lesson planning for ELA and Math-talked about and planned conferences
10/7/19	3:30-5:00	Standards based lesson planning for ELA and Math
10/14/19	3:30-5:00	Standards based lesson planning for ELA and Math and data chat about academic data in classroom.
11/4/19	3:30-5:00	Standards based lesson planning for ELA and Math
11/18/19	3:30-5:00	Standards based lesson planning for ELA and Math

12.58

3

15.58

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

[Redacted Signature/Date]

Mentor's Signature/Date

[Redacted Signature/Date]

New Teacher's Signature/Date

8406003-19

248

SDIRC Alternative Certification Program Mentor Log



Date/Time	Attendees	Purpose of Meeting
8/28/2019 2:30pm	[Redacted]	Math Talk
9/10/2019 7:50	[Redacted]	Discuss Meeting Schedule BBBS
9/17/2019 7:45	[Redacted]	Discuss Math Plans
9/24/19 7:45	[Redacted]	Support Meeting
10/1/19 7:45	[Redacted]	Math Plans
10/8/19 7:45	[Redacted]	Upcoming Evaluation Plans
10/15/19 7:45	[Redacted]	Review Math Plans
10/22/19 7:45	[Redacted]	Plans for focusing Osceola Magnet
10/23/19 4:00pm	[Redacted]	Data meeting ISO
10/29/19 3:15-3:25	[Redacted]	Review Math Plans
10/29/19 4:00-4:30	[Redacted]	Mentor Meeting
11/5/19 3:45-4:15	[Redacted]	Review Data
11/15/19 4:00-4:30	[Redacted]	Assist with next steps data form
11/21/19 3:45-4	[Redacted]	Discuss Math Plans
12/3/19 11:05-11:50	[Redacted]	Observe other Teachers Instructional Rounds

7.85 hours

21/19

By signing this document at the end of the year, we are confirming that all the above information is correct.

[Redacted Signature]

Mentor's Signature/Date

[Redacted Signature]

ACP Teacher's Signature/Date

1/21/19

8400003-19

093



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:
Classroom Organization, Lesson Plans, Classroom Management

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School SRMS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/18	2:50/3:30	Setup of your Classroom
10/16	3:00/3:30	Lesson Planning. CPALMS. What should I know, how to access lessons, what are resources, scaffolding
11/20	2:57/3:30	General Meeting, problem students, how to deal with them
12/18	2:55/3:30	Classroom Management – Strategies, what to do, how the room effects the classroom, how the rules effect everyone from day one
1/15	2:56/3:30	General meeting, discussion and recap of prior times.

2 hrs 12 min Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester.)

[Redacted Signature]

[Redacted Signature]

1/24/2020

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

8480003-19

New Teacher's Needs:

• Discipline

121

New Teacher

Mentor Teacher

05/10

Date	Time	Detailed explanation of support including action steps, when applicable
8/12	11:00	1145 observe class + feedback
8/12	1:15	145 observe class + feedback
8/19	8:10	8700 observe class + feedback
8/19	2:15	245 observe class + feedback
8/21	10:10	1010 observe class + feedback
8/23	2:15	245 observe class + feedback
8/26	8:30	800 walk thru + feedback
8/27	9:15	945 observe class + feedback
11/4	10:10	1010 observe class + feedback
11/5	9:15	945 kids for MTSS discussion (mostly 4th pd)
11/20	10:10	1010 observe, worked on MTSS forms
11/22	9:15	945 finished forms for MTSS
12/2	8:10	810 observe class + feedback

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405 mins

6675 hrs

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

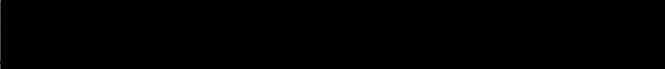
8400003-19

New Teacher's Needs:

Determining Best practice for given standards.
Ensuring lesson delivery that meets the level of the standard then using data to determine if the goals were met.

119

New Teacher/Employee ID #



Mentor Teacher/Employee ID #



School Oslo Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/15	3-3:30pm	Spending time detailing standards and use of
8/29		them to create meaningful lessons, then using data
9/12		from assessments to drive interventions. Helping
9/26		to reflect on successes and troubles w/ given lessons
10/11		
10/25		
11/8		
12/6		
12/16	7:30am-2:30pm	long term planning using standard level to drive instruction

12

Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester.)



Mentor's Signature/Date



New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

8412003-19

New Teacher's Needs:

Building comfort with content and exposure to differentiated means of lesson delivery. Learning to better use data to drive instruction and develop long term planning

New Teacher/Employee ID #



Mentor Teacher/Employee ID #



School Oslo middle school

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/15	3-3:30 pm	spending time detailing standards and use of them
8/29		to create meaningful lessons then using data
9/12		from assessments to drive interventions. Helping
9/26		to reflect on successes and troubles with given lessons
10/11		
10/25		
11/8		
12/6	↓	
12/16	7:30 am - 2:30 pm	long term planning using standard level to drive instruction

12 Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

8456003-19

New Teacher's Needs:

Strategic planning and implementation of standard based ~~planning~~ curriculum using data to drive intervention

(107)

New Teacher/Employee ID #



Mentor Teacher/Employee ID #



School Oslo middle

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
every other Thursday	3-3:30 pm	collaboration and planning meetings. meet every other week to go over concerns, procedures, expectations, interventions
12/16/19	7:45-2:45	long term strategic planning, standards training and effective implementation

12 Total hours spent mentoring new teacher

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2/10/20

Mentor's Signature/Date

2/10/20

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs: Mr. Russell still may need some help incorporating the Learning Goals into his curriculum, but he is learning. Mr. Russell also may need some help with teaching in groups and pairs.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Oslo Middle School

8406003-19
047

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/14/19	7:30 - 8:00	Ms. [REDACTED] showed Mr. [REDACTED] how to use Focus
8/21/19	7:30 - 8:00	Ms. [REDACTED] helped Mr. [REDACTED] with discipline issues
8/29/19	3:30-4:00	Ms. [REDACTED] helped Mr. [REDACTED] prepare his room before Hurricane Dorian
9/17/19	7:30-7:50	Ms. [REDACTED] gave Mr. [REDACTED] suggestions on how to incorporate the Learning Scale into his instruction plans
9/18/19	3:30-4:00	Ms. [REDACTED] showed Mr. [REDACTED] how to write a referral in Focus
9/23/19	7:30-8:00	Ms. [REDACTED] showed Mr. [REDACTED] in Focus how to make a seating chart that included the children's pictures for the substitute
10/17/19	20 minutes at lunch	Ms. [REDACTED] made suggestions with how Mr. [REDACTED] could use the Doc Cam instead of always making a power point
11/12/19	3:30-4:00	Ms. [REDACTED] reviewed with Mr. [REDACTED] how to put Assessment scores into Unify
11/15/19	7:30-8:00	Ms. [REDACTED] explained to Mr. [REDACTED] how to look up the Assessment scores on Unify
11/28/19	7:30-8:00	Ms. [REDACTED] once again helped Mr. [REDACTED] with Focus
12/6/19	20 minutes at lunch	Ms. [REDACTED] helped Mr. [REDACTED] with his Lesson Plans

5 hours Total hours spent mentoring new teacher

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[Redacted Signature/Date]

Mentor's Signature/Date

[Redacted Signature/Date]

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

8400003-19 (117)

New Teacher's Needs:
Classroom Management/ CHAMPS
ELA/Math Support

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School Fellsmere Elementary

(4.92)

MOB

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/8	8:45-9:30 am	ELA Planning w/ team and ELA coaches (Alderton)
10/22	8:45-9:30 am	ELA Planning w/ team and ELA Coaches (Alderton)
10/24	8:45-9:30 am	Math Planning w/ team and Math Coach
11/4-11/8	3:05-4:14 pm	ELA/Math Planning with Coaches and Administration, discussion about routines/procedures for small group instruction, adjusting schedule to allow for maximized student learning (Alderton)
12/10	8:45-9:30 am	ELA Planning w/ team and ELA Coaches (Alderton)
12/19	8:45-9:30 am	Math Planning w/ team and Math Coach
1/13	8:45-9:30 am	Classroom Management discussion with Alderton- modify procedures and routines in room
1/14	3:05-4:15	Writing Discussion w/ELA Coaches (Alderton) and Administration
1/23	ALL DAY	Training with CHAMPS w/ BIS (Rachel Williams)- IMMEDIATE IMPLEMENTATION IN CLASSROOM
2/5	ALL DAY	Data Chat w/ ELA and Math Coaches and Administration
2/14	1 hour each session	ELA Planning w/ team and ELA Coaches (Alderton)
		Math Planning w/ team and Math Coach

24 Total hours spent mentoring new teacher

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

[Redacted Signature]

2/19/2020

[Redacted Signature]

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

240003-19
38

New Teacher's Needs: Support for classroom rules/procedures, focus account, parent interaction, following pacing guides and effective testing strategies.

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School Storm Grove

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/16/19	2:00-2:15	Inputting progress report grades
9/23/19	2:30-2:45	Parent Conferences - tips and planning
10/01/19	2:00-2:30	Discussion on documenting parent contact/printing
10/08/19	3:00-3:15	Adding a transfer student's grade to gradebook From focus
10/14/19	3:00-3:30	Finalizing 1 st Quarter grades
10/30/19	3:00-3:15	Meet with Terry to discuss mentor program
11/07/19	2:00-2:45	Math Dept meeting discussed vertical planning
11/21/19	2:00-2:30	Discussed unify testing → grading
12/05/19	2:00-2:45	Math Dept meeting discussed midterm exams
12/17/19	1:00-2:30	Data chat to discuss weakest standards based on unify testing
12/18/19	1:00-1:15	Reminder on how to put in semester exam grades

34.5 hours Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester.)

[Redacted Signature] 12/20/19
Mentor's Signature/Date

[Redacted Signature] 12/20/19
New Teacher's Signature/Date

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020

8406003-20
003

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Mentor Teacher's Name

Mentor Teacher ID#:

New Teacher:

years of prior teaching experience _____

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
9-25-19	3:30-4:00	STARS meeting	AB / M
9-27-19	3:40-4:00	Data collection	AR / M
10-9-19	1:45-1:55	How things are going	AB / M
10-17-19	3:45-4:05	Progress reports	AB / M
10-22-19	3:30-4:00	Formal paperwork	AB / M
10-23-19	3:30-4:00	STARS meeting	AB / M
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			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.

Citrus

SCHOOL DISTRICT of INDIAN RIVER COUNTY

Peer Teacher Logs

2019-2020

8406003-20

004

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Mentor Teacher's Name: [Redacted]

Mentor Teacher ID#: [Redacted]

New Teacher: [Redacted] # years of prior teaching experience 1

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
9.4.2019	3:20-4:00	DISCIPLINE IDEAS	M / AC
9.9.2019	3:20-4:00	ABILITY GROUPING	M / AC
9.16.2019	3:20-4:00	ESE AND GEN ED	M / AC
9.23.2019	3:20-4:00	ESE AND GEN ED	M / AC
10.7.2019	3:20-4:00	INFORMAL RECAP	R / AC
10.14.2019	3:20-4:00	REPORT CARDS	M / AC
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			/
			/
	240 MINUTES		/
	4 HOURS		/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 4 HOURS

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.

Citrus



SDIRC's STAR/ACP Program Mentor Log

2019-2020

84020063-16
(572)

New Teacher's Needs: Engaging with new policies and procedures at new position, Learning strategies for classroom organization and organization of lesson plans, Classroom Management strategies, Student-Centered Learning environments and how to implement across a wide range of ability.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School SRHS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/27	2:30-4:00	Discussions of Classroom Procedures and Management strategies. Spent time reviewing how the set-up of procedures went during the first few weeks of the school year (ie. What worked, What should be changed, etc.)
9/10	2:30-4:00	Worked through the school year timeline – when things are due and when certain benchmarks would be happening that year. Set-up preliminary plans for Lessons that would be good for evaluation.
9/24	2:30-4:00	Reflection time on current Classroom Management systems. Reflected on hypothetical and real situations that could be faced in the classroom and not only what the teacher response would be, but what we believed the student response would be as well.
10/8	2:30-4:00	Looked at examples of Lesson Plans, discussed what happens when you must go 'off' lesson plan due to unforeseen circumstances. Discussed the importance of predicting student behavior in the process of planning.
10/22	2:15-3:15	Discussed strategies for a Student-Centered learning environment and how you can use classroom set-up as well as classroom management strategies to incorporate more student-led activities.
11/5	2:15-3:15	Continued discussion on Student-Centered learning.
11/19	2:15-3:15	Began discussions on changes to apply for next semester. Reviewed material that was discussed at 9/24 session as a guide of what to do. Mentee will also

		be attending two conferences that relate directly to his field which he will bring back notes from.
12/16	2:15-3:15	Last Session of 1 st Semester, Reviewed Semester, discussed goals for next semester. Worked for approximately half the time on setting up calendars for the next semester with regard to important school and district dates.

__10__ Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentor must complete 18 hours of training per semester)

[Redacted Signature/Date]

Mentor's Signature/Date
Signature/Date

[Redacted Signature/Date]

New Teacher's

1/27/20

VI. SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020

8406003-19

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Team meeting
↳ once a month

Mentor Teacher's Name: [Redacted]

Mentor Teacher ID#: _____

New Teacher: [Redacted] # years of prior teaching experience 2

MEETINGS

Rosewood

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
9/13/19	8:15-8:40	Planning/Organizing	CS / MS
9/26/19	3:30-4:15	STAR meeting	CS /
10/24/19	3:30-4:15	STAR Meeting	CS /
11/21/19	3:30-4:15	STAR meeting	CS /
12/19/19	3:30-4:15	STAR Meeting	CS /
1/23/20	3:30-4:15	STAR Meeting	CS /
			/
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			/
			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 5

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

5. Think about the area of growth you identified after the 1st nine weeks. How you grown is this area? *

Classroom Management: Yes. I feel that I've gained the students' trust and identified why negative behavior will happen in Middle School. I've taught 3rd grade for 16 years, so needless to say, It's a totally different ballgame.

7. What are some challenges, if any, you are currently facing in the classroom? *

Trying to find enough Non-fiction reading resources that include FSA type ques and standards OTHER THAN the teacher toolkit on IREADY. The collections does NOT work well with my lower babes and it's not a great resource to choose from when teaching NON-Fiction. The NEW SCHOLASTIC MAGS. ARE AMAZING!!!! A CLASS SET WOULD BENEFIT ALL READING TEACHERS. ANYONE? DONATE? SHARE?

9. What support would be helpful from your school-based mentor? *

Does anyone want or have time to put together some Standard based CENTERS? I'm happy with my mentor. She's very nice and it's good to know she's there if needed. TX

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Gifford Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/25/19	3:00 – 3:30	GMS mentor orientation
9/30/19	email	Communicated about necessary school-based paperwork / checked on the progress of school year
10/17/19	3:00 – 3:30	ELA meeting for PSW – checked on the progress of 1 st quarter
11/6/19	1:15 – 2:00	GMS potluck – checked on the progress of school year
11/14/19	3:00 – 3:30	Mentor Meeting – then shared info with mentee
11/20/19	3:00 – 3:30	ELA meeting for PSW – checked on progress of 2 nd quarter

12/10/10	email	Checked on progress and reminded about STAR meeting
12/11/19	3:00 – 3:30	STAR meeting: Reinforcing Effort and Providing Recognition

__**__ Total hours spent mentoring new teacher

** Mrs. Hand is not submitting this log for in-service points.

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 2/20/20

Mentor's Signature/Date
 Signature/Date

New Teacher's



SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:
More instruction/ guidance on working with the various behaviors in the classroom
Setting.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Sebastian River High School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/12/19	2:15-2:45	Explained how to enter progress reports in focus
9/20/19	2:15- 2:45	Went over new Non-Attendance form. Explained what actions were needed to be taken at what number of absences.
11/14/19	2:15-2:45	Discussed various behavioral issues and ways to work with each issue to make the class run more smoothly.
12/4/19	2:15-2:45	Went over behavioral form & student rules & procedures.
1/9/2020	2:15-2:45	Discussed the changes in the mentor log & what was needed, who would enter the information & get it to district. How my new classes where going. Making sure to present all of the procedures and give consequences right from the start of the semester.

2.5 Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

84060503-19
DFN

New Teacher's Needs:

- Formative assessments (use to determine small-group instruction)
- Word Study (HFW using "CLOVER")
- Accountable Talk
- Growth Mindset (school-wide)
- Vocabulary

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

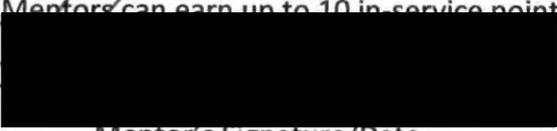
School: Fellsmere Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/16/19	1 hour (twice)	<ul style="list-style-type: none"> • Phonics/ Word Study – new teacher observed mentor • 2 week cycle – mentor observed new teacher (mentor decided observations are no longer needed)
10/2/19	30 min (twice)	<ul style="list-style-type: none"> • Formative Assessments – use of tracking sheet during whole-group instruction • Used to determine small-group instruction • 4 week cycle – new teacher observed mentor; next week mentor observed teacher (decided to use more class time to practice)
10/28/19	45 min	<ul style="list-style-type: none"> • Accountable talk using Wonders weekly fluency passage • Mentor/ New teacher met during planning period to discuss opportunities to implement accountable talk during fluency block
12/5/19	1 hour	<ul style="list-style-type: none"> • Accountable talk (cont.) • Using accountable talk during whole-group instruction (utilizing turn and talk while taking formative assessments) • New teacher observed mentor using "A/B strategy"
1/24/20	20 min	<ul style="list-style-type: none"> • Vocabulary Morphology – mentor observed new teacher using prefixes and suffixes • Mentor offered suggestions
9/16 – 12/20	30 min (each day)	<ul style="list-style-type: none"> • Daily planning/ collaboration

4.5 + daily on-going planning: Total hours spent mentoring new teacher

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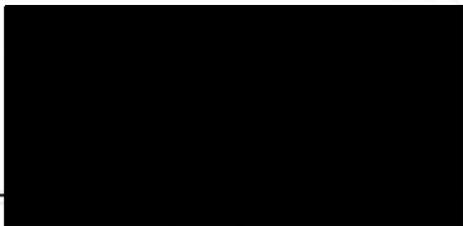
(Mentors can earn up to 10 in-service points per semester.)



Mentor's Signature/Date



New Teacher's Signature/Date



4/30/2020

Mentor's Signature/Date



4/30/2020

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log
2019-2020

8406003-19
077

New Teacher's Needs:

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School VERO BEACH HIGH SCHOOL

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
12/18	12:30-1:30p	Enter in exam & semester grades.
12/20	12:30-1pm	Completing a C.I.R.
1/6/20	12:20-1pm	Progress monitoring input
1/20/20	2:30p-3:30p	request grade change

4 Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester)

Signature [Redacted]

Signature [Redacted] 4/20
New Teacher's



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

Classroom Management.
3rd Qt.

8402003-19
079

New Teacher: [Redacted]

Mentor Teacher: [Redacted]

Dodgeston

Date	Time	Detailed explanation of support including action steps, when applicable
10/24	340-440	Ready; small groups; small group lessons
10/30	400-430	House Keeping Session
11/4	400-430	PD needs
11/7	400-430	Help with Science Fair
11/15	400-430	PBIS training
11/26	400-500	PBIS and House Keeping
12/9	400-500	Classroom Management PBIS
12/17	400-430	Class Party / Celebration Prep

55

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

[Redacted Signature]

12/19/19

Mentor's Signature/Date

[Redacted Signature]

12/19/19

New Teacher's Signature/Date

VI. SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Mentor Teacher's Name: [REDACTED]

Mentor Teacher ID#: [REDACTED]

New Teacher [REDACTED] # years of prior teaching experience 12

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New	
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV	RT
8-13-19	10:00-12:00	Scheduling and Rosters	KR	[Signature]
	1:00-3:00		KR	[Signature]
8-14-19	8:15-9:00	Scheduling and Rosters	KR	[Signature]
9-9-19	8:15-9:00	Focus 1 ERs	KR	[Signature]
9-13-19	2:15-3:00	Management, schedule	KR	[Signature]
10-16-19	11:30-12:00	Progress Reports	KR	[Signature]
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PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER ~~mm~~ **5.75 hrs.**
Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings)
earns one in-service credit point up to 10 points per semester or 20 points per year.

SDIRC Alternative Certification Program Mentor Log



Date/Time	Attendees	Purpose of Meeting
09/12/2019 <u>2:15-3:00pm</u>		We talked about how to serve a specific student that we had best according to his learning style.
09/18/2019 <u>2:15-3:00pm</u>		We talked about what to do in specific situations with students and how to de-escalate.
09/19/2019 <u>2:15-3:00pm</u>		We talked about how the beginning of the school year has been going and how to deal with a certain student situation.
10/03/2019 <u>2:15-3:00pm</u>		Formal/informal evaluations, Marzano, and common boards
11/20/2019 <u>2:45-3:15pm</u>		We talked about how to relieve stress from myself in the classroom and Terri wanted to observe me. We talked about getting instructional strategies from the other Biology teachers and to let go of control issues I have in the classroom.
12/03/2019 <u>10:55-11:45</u>		Terri observed my 5 th period class and shared some noticings and wonderings with me regarding the lesson. She wondered how I get students to memorize vocabulary and mentioned that I do not waste time in the classroom.
12/04/2019 <u>11:45-12:15pm</u>		I went to Paula's classroom to observe her classroom procedures, routines, and pedagogy. She told me what a typical day looks like in her classroom and gave me some coffee! I took notes and learned a new instructional strategy.
12/11/2019 <u>11:45-12:15pm</u>		We went to Paula's classroom during lunch and talked about discipline issues we had with students and how to improve instruction.



SDIRC's STAR Program Mentor Log

2019-2020

846003-19
054



New Teacher's Needs:
 writing
 student engagement during center time
 student motivation to complete independent tasks

New Teacher [Redacted]

Mentor Teacher [Redacted]

Date	Time	Detailed explanation of support including action steps, when applicable
9-10-19	8:00-8:30am	Discussed CHAMPS expectations - Marzano Domain 1 Segment 4 - establishing Classroom Routines
10-15-19	8:00-8:30am	Discussed I-ready Data and RTI Groups.
10-28-19	8:00-8:30am	Learned to prepare for formal observation. SC.K.P13.1 Observe that a push or a pull can change the way an object is moving. Domain 2 Segment 44 Attention to established Content Standards

1.5

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

[Redacted Signature]

Mentor's Signature/Date

New Teacher's Signature

STAR Mentor Program Log 19-20

[Redacted Signature]

New Teacher's Signature/Date

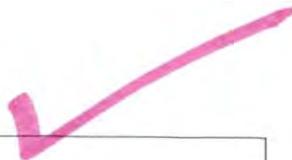
Mentor's Signature/Date

Blondale



SDIRC's STAR Program Mentor Log

2019-2020



New Teacher's Needs:

New Teacher _____

Mentor Teacher _____

Date	Time	Detailed explanation of support including action steps, when applicable
11-12-19	8:00-8:30 AM	Discuss which students can be in an LLI group. Team Jenna in LLI Marzano Domain 2 Segment 45
12-3-19	8:00-8:30 AM	Discuss which K standards would be used to assess students for second quarter report cards.
12-17-19	8:00-8:30 AM	Discussed a "developing score" in informal for neglected to Champ out activities. Going to move to Applying. Marzano Domain 1 Section 4.

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

Total Hours: (3 hrs)

12/17/19
Mentor's Signature/Date

12/17/19
New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs: Support for classroom rules/procedures, focus account, parent interaction, following pacing guides and effective testing strategies.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Storm Grove

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/16/19	2:00-2:15	Inputting progress report grades
9/23/19	2:30-2:45	Parent Conferences - tips and planning
10/01/19	2:00-2:30	Discussion on documenting parent contact/printing
10/08/19	3:00-3:15	Adding a transfer student's grade to gradebook
10/14/19	3:00-3:30	Finalizing 1 st Quarter grades
10/30/19	3:00-3:45	Meet with Terry to discuss mentor program
11/07/19	2:00-2:45	Math Dept meeting discussed vertical planning
11/21/19	2:00-2:30	Discussed unify testing → grading
12/05/19	2:00-2:45	Math Dept meeting discussed midterm exams
12/17/19	1:00-2:30	Data chat to discuss weakest standards based on unify testing
12/18/19	1:00-1:15	Reminder on how to put in semester exam grades

345 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester.)

[REDACTED] 12/20/19
Mentor's Signature/Date

[REDACTED] 12/20/19
New Teacher's Signature/Date



SDIRC's!

Send again

tor Log

8400003-19
084

New Teacher's Needs:
Behavioral strategies
time management

New Teacher/Employee ID # [redacted]

Mentor Teacher/Employee ID [redacted]

School Sebastian Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/15/19	4-5PM	new class, teaching strategies, behavior strategies
Sept '19	20 min	check-in - behavior strategies like whisper voice
Oct '19	20 min	check-in - behavior strategies & results follow up
Nov '19	20 min	check-in - time management

2 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester)

[redacted] 1/23/20 ←→ [redacted]

Mentor's Signature/Date
Signature/Date

New Teacher's

SDIRC Alternative Certification Program Mentor Log



8406003-19
 (071)

Date/Time	Attendees	Purpose of Meeting
08/21/19 8:00-8:30AM	[REDACTED]	Discuss needs of new ESE students, review IEPs
08/28/19 8:00-8:30AM	[REDACTED]	Discuss 4 th grade ESE students; how to best work with them using their IEPs, personalities, etc.
09/06/19 8:00-8:15AM	[REDACTED]	Post-Hurricane Planning, how to restructure plans to continue curriculum pace.
09/12/19 3:50-4:00PM	[REDACTED]	Discuss students in MTSS and the process works.
09/16/19 8:00-8:15AM	[REDACTED]	Discuss RTI groups (my groups) and best strategies for the material.
09/24/19 3:50-4:00PM	[REDACTED]	Discuss Scheduling- how to best work your schedule as an ESE support facilitator.
10/02/19 3:50-4:10PM	[REDACTED]	Discuss progress monitoring for IEP goals.
10/07/19 4:00-4:20PM	[REDACTED]	Parent-teacher conferences for 4 th grade ESE students.
10/16/19 3:50-4:00PM	[REDACTED]	Discuss behaviors in 4 th grade and how to address negative behaviors.
10/24/19 3:50-4:00PM	[REDACTED]	Discuss ESE students progress toward individual and academic goals and how to acknowledge them.
10/28/19 3:30-4:00PM	[REDACTED]	Meeting/Check-in with Terri Beckham to discuss new teacher needs.
11/6/19 8:00-8:20AM	[REDACTED]	Discuss supporting ESE with school-wide STEAM day activities and potential needs.
11/13/19 3:40-4:00PM	[REDACTED]	Discuss my upcoming observation, plans, and tools being used.
11/19/19 4:00-4:10PM	[REDACTED]	Discuss how observation went- what went well and how to improve.
11/26/19 8:30-8:40AM	[REDACTED]	Discuss ESE students writing needs and how to support them in small groups.

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Sebastian
Elem.

12/5/19 8:00-8:15AM	[Redacted]	A meeting to discuss 4 th grade writing strategies and goals to target within writing instruction.
12/12/19 8:15-8:30AM	[Redacted]	Discussing strategies to edit student work and maintain teacher expectations of work.
12/19/19 4:00-4:30PM	[Redacted]	Discuss 4 th grade ESE student progress for IEP progress monitoring reports.

(Handwritten initials)

By signing this document at the end of the year, we are confirming that all the above information is correct

[Redacted Signature] 1/27/20

Mentor's Signature/Date

[Redacted]

[Redacted Signature] 1/27/20

ACP Teacher's Signature/Date

[Redacted]

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020

840603-19
DLG

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Mentor Teacher's Name: [REDACTED]

Mentor Teacher ID#: [REDACTED]

New Teacher: [REDACTED] # years of prior teaching experience 12

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	Help with FOCUS. meet the teacher night	MV / RT
9/10/19	4:00-5:00pm	Helped with lesson plans	SM / CB
9/17/19	4:00-5:00pm	Worked on Marzano new teacher information	SM / CB
10/1/19	4:00-5:00pm	Worked on CANVAS and Share-point data for ESE students	SM / CB
10/14/19	4:00-5:00pm	Prepared anchor charts for recursive standards	SM / CB
10/18/19	4:00-5:00pm	Small group plans to use standards-based instruction and IEP goals	SM / CB
10/21/19	4:00-5:00pm	Collaborative Planning of ESE and ELA	SM / CB
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PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 1

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.

DES



SDIRC's STAR Program Mentor Log

2019-2020

8406003-19
007

New Teacher's Needs: **Moore**

One area that I would like to grow with is small group instruction for my ELA block. I would like to feel that I know I am doing the best for my student to make the gains they need by the end of the year and I think that this is an area where I can always learn new strategies or ideas to use. Specifically, grouping my students and when to pull what groups with the time constraint we have in the classroom.

One challenge I am facing is that this year my group of students seems to have trouble problem solving on their own. They like to tattle tale on students.

New Teacher _____

Mentor Teacher _____

Date	Time	Detailed explanation of support including action steps, when applicable
11/18/19	7:45-8:15 9	Discussed any concerns she may have. Concerns over recertification changes with the reading and Ese from the state. Let her know about classes. Informed her to email Laurie at district in charge of recertification to verify needs and I will help her with meeting needs. We plan on meeting every week to address needs, concerns and accomplishments
11/25/19	3:30-4 9	Discussed concerns in area of small group, guided reading and individual student needs. She will bring plans and what she is using and show her my plans and needs.
12/12/19	7:30-8 9 115 2	Crosbie was struggling in the area of small group, so she brought over what she is using. We reviewed and gave her ideas on how to work groups and activities for small group. Schedule it out for 5 days introduce (day 1), read all together & discuss (day 2) all groups. Showed her the word building and can use to help identify words in the story and hopefully will carry on to further readings.

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

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

8406003-19

New Teacher's Needs: (191)

New Teacher _____

Mentor Teacher _____

Liberty

Date	Time	Detailed explanation of support including action steps, when applicable
12/5/19	3:33-4:03	Discussed formal evaluation, looked over Planbook, discussed areas to work on for innovative.
12/17/19	1:50-2:30	Talked about grade level interactions, planning, etc...
1/16/20	3:30-4:00	Discussed Ready results, testing strategies for students.
1/21/20	3:30-4:00	Talked about small reading groups and questioning strategies.
1/29/20	8:15-8:40	Discussed an issue with 1st grade team & Kathryn's lesson planning.

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

Mentor's Signature

Date 12/17/19

New Teacher's Signature

Date 12/17/19

SCHOOL DISTRICT of INDIAN RIVER COUNTY

Peer Teacher Logs

2018-2019

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

8406003-19
001

Quarter 1 2 3 4

Peer Teacher Name: [Redacted]

Peer Teacher ID#: [Redacted]

New Teacher: [Redacted]

#years of prior teaching experience 10

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/12/16	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
8/23	3 ³⁵ - 4 ⁰⁵ PM	Guided Reading	CPM / dp
8/28	3 ³⁰ - 4 ⁰⁰ PM	Routines / Procedures	CPM / dp
8/29	3 ³⁰ - 4 ⁰⁰ PM	Behavior Management	CPM / dp
9/5	3 ³⁰ - 4 ⁰⁰ PM	Lucy Calkins	CPM / dp
9/7	3 ⁴⁰ - 4 ²⁰ PM	Writing Groups	CPM / dp
10/17	2 ³⁰ - 3 ³⁰ PM	New Teacher Training	CPM / dp
10/18	3 ⁴⁰ - 4 ¹⁰ PM	Report cards	CPM / dp
10/30	3 ³⁰ - 4 ⁰⁰ PM	Observations	CPM / dp
11/6	3 ³⁰ - 4 ³⁰ PM	Marzano	CPM / dp
11/15	3 ³⁰ - 4 ⁰⁰ PM	formative Assessments	CPM / dp
12/12	3 ³⁰ - 4 ⁰⁰ PM	Differentiating Instruction	CPM / dp
12/18	2 ⁰⁰ - 3 ⁰⁰ PM	iReady	CPM / dp
12/20	2 ⁰⁰ - 2 ³⁰ PM	Report cards	CPM / dp
1/9	3 ⁴⁵ - 4 ⁴⁵	Thinking Routines	CPM / dp

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 7.5 (1st semester)

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2018-2019

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Peer Teacher Name: [Redacted]

Peer Teacher ID#: [Redacted]

New Teacher: [Redacted]

#years of prior teaching experience 10

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/12/16	2:30-3:15	Help with FOCUS , meet the teacher night	MV / RT
1/10	3 ⁴⁰ - 4 ²⁰ PM	Learning goals	AMM / DP
2/6	3 ³⁰ - 4 ³⁰ PM	Deepening New Knowledge	AMM / DP
2/21	3 ³⁵ - 4 ⁰⁵ PM	Student Voice + choice	AMM / DP
3/13	3 ⁴⁵ - 4 ⁴⁵ PM	Student Engagement	AMM / DP
3/28	3 ³⁰ - 4 ⁰⁰ PM	Meeting Needs of ALL Learners	AMM / DP
4/9	3 ⁴⁵ - 4 ⁴⁵ PM	Inquiry Based Learning	AMM / DP
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PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 5.5 (2nd semester)

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.



SDIRC's STAR Program Mentor Log 2019-2020

8400003-19
058

New Teacher's Needs:



New Teacher/Employee ID # [redacted] 1108737
Mentor Teacher/Employee ID # [redacted]
School TCTC

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/10/19	9:00-9:15	Need for follow-up on job placement for students.
10/2/19	2:45-3:45	G4C - promoting dual enrollment for programs
11/12/19	10:30-11:30	possible new programs.
12/3/19	9:00-9:15	Cancel of Prometric Testing.
		2.5-hours
		③

_____ Total hours spent mentoring new teacher

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

[redacted] 1/22/2020
Mentor's Signature/Date
Signature/Date

[redacted]
New Teacher's
Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

8400003-19 (2)

New Teacher's Needs: N/A -20 (2)

New Teacher/Employee ID # [Redacted]
 Mentor Teacher/Employee ID # [Redacted]
 School Treasure Coast Technical college

QTR2

QTR3

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
11/4	4-4:30	CoE Discussion
11/18	4-4:30	Lesson Plan goals
12/2	4-4:30	② Student Breakdown & the Classroom Strategy
12/16	4-4:30	Advisory Committee
1/6	4-4:30	Using Powerpoint
1/27	4-4:30	① Focus - Grade Book, Attendance

3 Total hours spent mentoring new teacher

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

[Redacted] 1/22/20

[Redacted]

Mentor's Signature/Date
 Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

DR2
8400003-19
083

New Teacher's Needs:
To be fully supported with delivering standards-based instruction and procedures in place at the school district of Indian River County.

New Teacher/Employee ID # _____ [REDACTED]

Mentor Teacher/Employee ID # 1111662 [REDACTED]

School Citrus Elementary School [REDACTED]

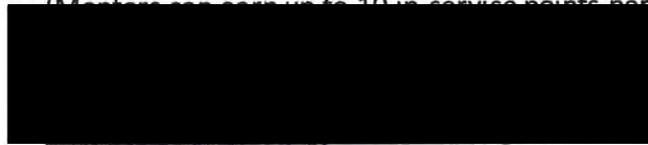
Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/18/2019	3:20-4:00 pm	Demonstrated how to teach calendar Math using specific strategies.
10/25/2019	3:20-4:00 pm	Demonstrated how to transition, use centers in Kindergarten, etc..
11/01/2019	3:20-4:00 pm	Differentiating and increasing rigor with teaching word families. We reviewed ways to sort word families to increase rigor and include multiple standards.
11/08/2019	3:20-4:00 pm	Discussed classroom management strategies in Kindergarten and addressed behavior with one student.
11/15/2019	3:20-4:00 pm	Reviewed tracking data using the data notebook.
11/22/2019	3:20-4:00 pm	Reviewed whole group Reading strategies. Introduced specific strategies for letter reversals.
11/29/2019	3:20-4:00 pm	Reviewed current Math centers and provided various Math centers to improve number sense, addition facts/fluency.
12/06/2019	3:20-4:00 pm	Discussed small groups Reading instruction. Went over step-by-step. Connected with a Kinder teacher who is great at managing small group time. Reviewed structure: High frequency words, PA, Read with a "comprehension focus", write/respond.

12/13/2019	3:20-4:00 pm	Report cards questions. Roster verification tool support. Writing center: questions and January writing center material.
1/10/2020	3:20-4:00 pm	Review ways to support instruction with high frequency words. Differentiation using Road Runners. Supporting effective transitions and monitoring of centers.
1/15/2020	12:10- 12:45	Review fluency data and expectations/norms for letters/sounds fluency in Kindergarten. Showed step by step how to input student documentation for attendance purposes and others as well (in Focus).
1/24/2020	12:10- 12:40	Review conferences scheduling and forms needed.
1/31/2020	3:20-4:00 pm	Review conferences packet (filled out) & data necessary on data cards. Prepare for the upcoming data chat (IReady end-of-the-year view).

12 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester.)



Mentor's Signature/Date 1/31/2020



New Teacher's Signature/Date

1/31/2020



2nd QTR

SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

Will fill in for 3rd Qtr

New Teacher: [Redacted]

Mentor Teacher: [Redacted]

Dodgertown

Date	Time	Detailed explanation of support including action steps, when applicable
10/22/2019	4:30-5:30	SBT Recap: Going over students scored and data, creating small groups, researching material-using iReady to create small group plans
10/28/2019	4:30-5:30	GAMEDAY Assessment Review: Data chat-next steps-Re-lesson plan & adjustment
11/5/2019	7:30-8:00	Comp. 3 class discussion, assistance, next steps
11/7/2019	4:00-4:30	Working on completing final steps for Science Fair Project
11/12/2019	4:00-5:00	Problem Solving Session/Needs, Questions, Concerns, Chats/Sub Binder Prep- Creating Emergency Sub Plans
11/15/2019	4:00-4:30	Spirit Week.planning & Review for Science Unit Assessment coming up this week
12/2/2019	7:30-8:00	iReady Diagnostic Prep and Data Chat sheets
12/5/2019	4:00-5:00	iReady Data analysis. Next steps from diagnostic for iReady Reading- Assigning individual Lessons and goals for each student to reach 535
12/10/2019	7:30-8:00	Sub Binder Check from meeting on 11/12-What is complete, what is needed, emergency plans so students do not miss learning days/etc.
12/17/2019	4:00-5:00	Math Unit Assessment Chat: Class party/Holiday Celebration Prep.

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

7.5 hrs

0 Inservice Points

VI. SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Mentor Teacher's Name: [REDACTED]

Mentor Teacher ID#: [REDACTED]

New Teacher: [REDACTED] years of prior teaching experience 2

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
8/22/19	4:00-4:30	Initial Meeting (QCC)	KS / JO
8/28/19	4:00-4:30	Review of drills & codes	KS / JO
9/6/19	4:00-5:00	Hurricane work plan / LP planning	KS / JO
9/25/19	4:00-5:30	IPDP	KS / JO
10/2/19	7:30-8:15	conference forms (QCC)	KS / JO
10/12/19	10:00-1:00	Report cards & Anchor charts	KS / JO
10/14/19	4:00-4:30	Report card (standards & conduct)	KS / JO
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PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER: 7 hr 45 min

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.

VI. SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020



MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

8406003-19
(D18)

Mentor Teacher's Name [Redacted]

Mentor Teacher ID [Redacted]

New Teacher [Redacted] # years of prior teaching experience 1

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New	
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV	RT
8/22/19	4:00-4:30	Initial Meeting (QOC)	KS	CS
8/28/19	4:00-4:30	Review of drills/codes	KS	CS
9/6/19	4:00-5:00	Hurricane Work/LP plan	KS	CS
9/25/19	4:00-5:30	IPDP	KS	CS
10/1/19	4:00-5:00	Grades & FOCUS	KS	CS
10/7/19	7:30-8:15	Conference Forms (QOC)	KS	CS
10/12/19	10:00-1:00	Report cards & Anchor charts	KS	CS
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PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 8 hr 5 min

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.

(16)

2nd Qtr



SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:
Will fill in for 3rd Qtr.

New Teacher: [Redacted]

Mentor Teacher: [Redacted]

Date	Time	Detailed explanation of support including action steps, when applicable
10/24/2019	4:30-5:00	iReady Data Chat: creating small groups, researching material-using iReady to create small group plans
10/30/2019	4:00-4:30	House Keeping Session/Needs/Concerns/Questions
11/4/2019	4:00-4:30	Professional Development/Needs/How to sign up/Keeping track of logs
11/7/2019	4:00-4:30	Working on completing final steps for Science Fair Project
11/12/2019	4:00-5:00	Problem Solving Session/Needs, Questions, Concerns, Chats/Sub Binder Prep- Creating Emergency Sub Plans
11/15/2019	4:00-4:15	Spirit Week planning up this week
11/26/2019	4:00-5:00	House Keeping: Problem Solving Session/Needs, Questions, Concerns, Data Chats
12/9/2019	4:00-5:00	Focus Assistance/RTI Logs/Small Group Assessment/Classroom Management New ideas with PBIS & Base Bucks
12/5/2019	7:30-8:00	Sub Binder Check from meeting on 11/12-What is complete, what is needed, emergency plans so students do not miss learning days/etc. *Using Mrs. DeBenedet's & Own as an example of completed binder
12/12/2019	4:00-4:30	House Keeping: Problem Solving Session/Needs, Questions, Concerns, Data Chat
12/17/2019	4:30-5:00	Class party/Holiday Celebration Prep.
12/18/2019	4:00-5:00	Sub Plans for following Days/Report Card Comments and Data to be included/Making sure Standards are linked

7.75

Inservice Points

Shannon Brown



SDIRC's STAR/ACP Program Mentor Log
2019-2020

8400003-19

New Teacher's Needs:

Ms. [redacted] is entering her fourth year at SDIRC, so she is aware of District policies and procedures. She has also taught in Jamaica. Since she has two preps - gr. 6 & 7 ELA - we will focus on collaborating on standards-based lessons.

New Teacher/Employee ID # [redacted]

Mentor Teacher/Employee ID # [redacted]

School Gifford Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9-26-19	3-3:30	Background/Certification/Parent-Tchr Conferences
10-17-19	3:00-4pm	Data Chat/Plan for teaching vocabulary & building background knowledge
11-20-19	3-3:30	Check-in/Planning for Semester Exams
1-30-20	3-4	Preparing for FSA Writing

1/2 hr
1/2
1

8400003-19
8400003-20

3 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester)

[redacted] 1/30/20

[redacted] 1-30-20

Mentor's Signature/Date

New Teacher's Signature/Date



8406003-19
075

SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs: Ideas for classroom management, how to use FOCUS, general knowledge about Special Areas events.

New Teacher [REDACTED]

Mentor Teacher [REDACTED]

Sebastian El...

Date	Time	Detailed explanation of support including action steps, when applicable
08/08/19	?	Meeting with the district Art teachers. Discussed future meetings, fundraisers, art shows, procedures, and requirements.
08/28/19	5-6	Meeting with [REDACTED] (s my other assigned mentor). We discussed expectations, goals, and how to maneuver focus.
09/09/19	4-6	Mindset Monday meeting about parent communication, lesson planning, and routines and procedures.
09/18/19	5-6	Meeting with [REDACTED]. We discussed important supplies to order and how to do so.
09/27/19	4-4:30	Meeting with [REDACTED]. She printed out information on how to put in grades and physically showed me how to do it on the computer. I was able to put in my grades successfully.
10/09/19	5-6	PD meeting about Kids Tag Art, an upcoming district required program. Last half of the meeting was to discuss general questions from the district art teachers.
10/25/19	4-4:30	Meeting with [REDACTED]. We discussed upcoming STEAM initiative and how to incorporate our special areas successfully. We also met with the other specials teachers. We decided to go into the classrooms except for fifth grade for our first STEAM day.
11/18/19	4-6	Mindset Monday meeting about student engagement through movement, discussion and cooperative learning.

11/22/19	4-4:30	Meeting with [REDACTED] We discussed fundraising in the spring, and she provided contact information of the previous art teacher. I then was able to discuss with the previous art teacher successful procedures and techniques that worked for her. I will begin the fundraiser in the spring.
12/09/19	4-6	Mindset Monday meeting about reviewing routines and procedures, engagement strategies, and de-escalating situations.
12/20/19	4-4:30	Meeting with [REDACTED] We discussed how to review CHAMPS with the different grade levels when returning after a long break. I was able to adjust my teaching methods to make CHAMPS appropriate for the different grade levels.

11 hours

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

_____[REDACTED]_____
1/23/20
Mentor's Signature/Date

_____[REDACTED]_____
01/22/20
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

Lesson planning skills

New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School

SGMS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
2/2/20	9:50 - 10:30	Collaboration on lesson planning
2/10/20	9:50 - 10:30	ESE accommodations for testing & assignments
2/10/20	9:50 - 10:30	Class management skills
2/18	9:50 - 10:30	Prep/discussion on accountable talk
2/25	9:50 - 10:30	Analyze/discuss lesson plans for Rome

3

Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

Mentor's Signature/Date

sem

New Teacher's Signature/Date

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2018-2019

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Peer Teacher Name

Teacher ID#:

New Teacher:

#years of prior teaching experience

27
2

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/12/16	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
10/25/19	11:35 - 12:00 (25)	discuss observation	L.S. / DW
11/13/19	3:30 - 4:00 (30)	ESSE meeting	L.S. / DW
11/20/19	9:00 - 10:00 (60)	K. Hauninger/annotation	L.S. / DW
12/12/19	3:32 - 4:32 (60)	(schedules) meet w) Stewart/Fannin	L.S. / DW
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2.4.2 hours

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 2.4.2 hrs. 25 min.

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) L.S. earns one inservice credit point up to 10 points per semester or 20 points per year.



SDIRC's STAR Program Mentor Log

2019-2020

8404003-19

(246)

New Teacher's Needs:

- Teacher/Parent Communication
- Handling difficult students

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School Rosewood

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/16	3:20-3:40	dealing with new student
9/27	3:20-3:45	updating on student, how to talk to parents
10/7	3:20-3:45	How to pace my instruction
10/30	3:20-3:30	recapping what I'm doing to pace myself
11/18	3:20-3:35	How to keep students engaged around holiday
12/16	3:20-3:30	recap of 1 st half of year

1 hr & 45 min Total hours spent mentoring new teacher (2)

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester)

[Redacted Signature] 1/21/20

[Redacted Signature] 1/17/20

Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

8400003-19
094

New Teacher's Needs:

IB Framework

Writing Rubric/Teacher

Conferencing with Students

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Liberty Magnet

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/6/19	2:00-2:15	Orientation Guidelines
8/8/19	8:30-9:00	IB Basics- Bulletin Boards
8/21/19	3:30-4:00	IPDP
9/17/19	9:35-10:15	RTI Student Data and Curriculum
9/25/19	9:35-10:15	Writing Rubric
10/8/19	9:35-10:05	Report Cards on Focus
10/21/19	3:30-4:00	MTSS RFA on Focus
11/15/19	9:35-10:15	Writing Prompt Grading using Rubric
12/4/19	9:35-10:15	Unify Data- Unit Assessments

5.08 :Total hours spent mentoring new teacher - 15+ Semester

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

[REDACTED]

Mentor's Signature/Date

[REDACTED]

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

8406003-19

New Teacher's Needs:

(108)



New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School Oslo Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/13	3pm-3:30	Beginning of the year plans & expectations
8/27		Collaboration - Lesson Plans & Curriculum
9/10		
9/24		
10/8		
10/15		
11/5		
11/19		
12/3		
12/10		
12/17		Midterm Exam plans

5.5 Total hours spent mentoring new teacher
 (we meet almost everyday, 10+ hours)

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

[Redacted Signature/Date]

Mentor's Signature/Date

[Redacted Signature/Date]

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log 2019-2020

84060003-19
056

New Teacher's Needs:

1. What are your strengths as a teacher?
Classroom management and differentiating instruction for all learners.
2. What are some areas where you would like to grow?
Teaching Students to be independent and how to gain stamina
3. What are some challenges, if any, you are facing in the classroom?
Not currently facing any challenges
4. What support would be helpful from me, your school-based mentor?
To continue meeting like we have been!

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Treasure Coast Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/21/2019	5:45-6:15pm	How to get students to up their endurance and complete lengthy passages
9/10/2019	5:45-6:15pm	Can you come and watch to see if my lessons are going well and give feedback
9/23/2019	5:45-6:15pm	How do you teach something you are no passionate about so you can keep the students engaged
10/14/2019	5:45-6:15pm	Being new to 3 rd grade what support can I expect to receive and from who
10/31/2019	5:45-6:15pm	We went over expectations for Webster as well as the students from now until FSA time. We talked about who she needs to speak to so her ESE and 504 get their accommodations for the test.
11/11/2019	5:45-6:15pm	Spoke about ESE students not passing FSA and how to approach the parent. Suggestions were given and will do a follow-up after Rowe has a conference with the parent.

11/25/2019	5:45- 6:15pm	Strategies for multiplication fact fluency aside from fast math
12/9/2019	5:45- 6:15pm	What is needed of me for collaborative meetings
12/16/2019	5:45- 6:15pm	How to manage excessive talking out during whole group instruction

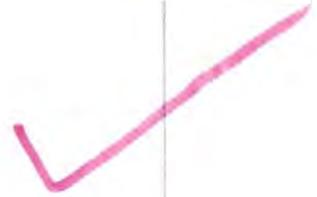
4.5 Total hours spent mentoring new teacher

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

 1/21/2020
Mentor's Signature/Date

 1/21/2020
New Teacher's Signature/Date

8406003-19 (100)



SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2018-2019

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Peer Teacher Name: [redacted] Peer Teacher ID#: [redacted]

New Teacher: [redacted] #years of prior teaching experience 0

MEETINGS

JRA

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/12/16	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
8/19/19	8:15-9:15 (1)	Training / Meet + Great	RV / NH
8/23/19	8:00-10:00 (2)	collaborative planning / iReady + PSA Data chats	RV / NH
			/
9/16	8:00-10:00 (2)	Assistance in Reading + Math Planning / classroom management	RV / NH
10/4	8-10 (2) (9)	collaborative planning ELA	RV / NH
10/11	8-10 (2)	collaborative planning	RV / NH
11/15	8-10 (2)	collaborative Plan	RV / NH
12/6	8-10 (2) 4.5	Collaborative Plan	RV / NH
12/10	12:30-1 (1/2)	Collaborative Plan	RV / NH
			/
			/
			/
			/
			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER _____

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.



SDIRC's STAR Program Mentor Log
2019-2020

New Teacher's Needs:

assistance w/ IB units
general questions/guidance
assessments

8400003-19
096

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School SEBASTIAN RIVER MIDDLE SCHOOL

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/1/2019	3-3:30pm	Helped w/ lesson plans + PE activity for week
10/9/2019	3-3:30pm	helped create assessment for PE lesson on 5 components of Fitness
11/14/2019	12:15-12:30pm	helped revise IB Unit + assessment method for unit
11/15/2019	12:15-12:45	Helped revise IB Unit + assessment for unit
11/16/2019	8-5:30pm	helped revise IB Unit + assessment for unit
11/27/2019	3-4pm	helped finalize + submit IB Unit to IB Coordinator
12/2/2019	3-4pm	helped create bulletin board + PE locker room
12/3/2019	3-4pm	helped create "Athletics Info" bulletin board in gym + reviewing
12/15/2019	12:15-1pm	helped revise Semester 1 Final Exam
12/19/2019	2:45-3:30pm	helped revise Semester 1 Final Exam
12/18/2019	3-4:15pm	helped with planning/creating Sem. 2 lesson plans

8.75 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can receive up to 100 points per semester)

[REDACTED]

[REDACTED]

Mentor's Signature/Date

New Teacher's

Signature/Date 01/07/2020

STAR Mentor Program Log 19-20



8406003-19
022

SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

Ms. [redacted] is in her third year of program here at TCE and has been in 4th grade all three years. At this point she is working well and collaborating with her team. We are meeting when needed.

New Teacher/Employee ID # [redacted]

Mentor Teacher/Employee ID # [redacted]

School Treasure Coast Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
11/25/19	8-8:20	Quick meeting touchbase about end of semester needs.
12/10/19	3:30-4	Review report cards and IReady reports of students
1/7/20	8-8:20	Talk about goals for 2nd semester.
1/22/20	8-8:20	Discussed Literacy week activities.
weekly	**	Emailed weekly to touch base and ask if help needed.

3 1/2 Total hours spent mentoring new teacher

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

[redacted signature]

[redacted signature]

Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

ULS, Focus, IEP, Lesson Plan, Safety Plan, Discipline Codes, Teacher Assessments, School Safety Codes, AESOP System, i-Ready Diagnostic, Roster Verification Tool, FSAA Review

New Teacher _____

Mentor Teacher _____

Date	Time	Detailed explanation of support including action steps, when applicable
9/06/2019 3:30pm- 4:00pm	[REDACTED]	Basic overview of Focus (introduction to attendance, grades, SSS, etc.)
9/13/2019 3:30pm- 4:00pm		Basic overview of how to setup, enter grades into the focus system.
9/20/2019 3:30pm- 4:00pm		Review of IEP in the focus system
9/27/2019 3:30pm- 4:00pm		Review of how to enter discipline codes into the focus system
10/04/2019 3:30pm- 4:00pm		Review of how to setup a lesson plan

10/11/2019 3:30pm- 4:00pm		Review of how to view/implement a safety plan
10/18/2019 3:30pm- 4:00pm		Review of classroom assessment by administration and what is required from the teacher
10/25/2019 3:30pm- 4:00pm		Review of site safety codes (Code Red, Blue, Yellow)
11/01/2019 3:30pm- 4:00pm		How to use AESOP system for planned or unplanned absences for substitute replacement
11/08/2019 3:30pm- 4:00pm		How to setup your monthly planning schedule for ULS
11/15/2019 3:30pm- 4:00pm		How to modify your monthly planning schedule for ULS
11/22/2019 3:30pm- 4:00pm		Review of ULS Benchmark, Monthly Checkpoint and Transition Planning
11/29/2019 3:30pm- 4:00pm		Review of the i-Ready diagnostic: When the diagnostic is done throughout the year and what the results mean
12/06/2019 3:30pm- 4:00pm		Review of Roster verification Tool Use and How to find student attendance for verification date
12/13/2019		Review FSAA TAM Review of Performance Task Administration Manual (TAM)

3:30pm- 4:00pm	[Redacted]	
12/20/2019 3:30pm- 4:00pm		Review of FSAA Practice Materials Grades 3–5; Grades 6–8; Grade 7 Civics

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

[Redacted Signature Area]

Mentor's Signature/Date

1-7-2020

[Redacted Signature Area]

New Teacher's Signature/Date

1/7/2020



SDIRC's STAR Program Mentor Log

2019-2020

8406003-19

New Teacher's Needs:

001



New Teacher



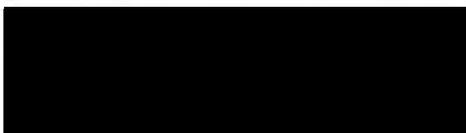
Mentor Teacher



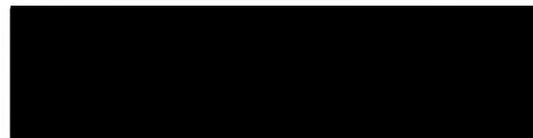
Pelican Island

Date	Time	Detailed explanation of support including action steps, when applicable
10/4/19	7:50-8:15	Strengths/weaknesses, things to look for in ELA observation.
10/8/19	9:30-10:05	ELA observation
11/15/19	8:00-8:30	findings from observation, set up ELA modeling sessions for 12/4/19 + assisted w/ formal prep + planning
12/4/19	9:15-10:15	miss. Coppola will be covering my class from 9:15-10:15 so I can see Josie's ELA block/transitioning/writing + discussed math + all opp.
		management.
		2.42 hours (3)

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



Mentor's Signature/Date



New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

84000003 - 19

106

New Teacher's Needs:

Strengths: I believe my strengths as a teacher is my ability to connect with my students and build community in my classroom. Establishing a healthy relationship with my students and making them feel safe and loved every day is always a priority.

Areas of Growth/Challenges: There are two students in my classroom who are constantly "butting heads." It is always a battle getting these two students to come to an agreement and problem solve. I am working on my ability to solve conflicts in hopes that *all* my students can get along with each other.

Helpful Support: I am always receiving helpful advice and support from my mentor. Whenever I am facing a challenge, I make sure to ask about ways in which my students and I can grow from it together and solve the issues taking place in our classroom community. I wish to continue receiving support that will help me grow as a new educator. I am always open to learning different strategies that help motivate/promote positive behavior.

New Teacher _____

Mentor Teacher _____ *Spindale*

Date	Time	Detailed explanation of support including action steps, when applicable
11/13	3:45 - 4:00	We met informally to see how things were going. We talked about Jasmine's upcoming ideas for a math lesson for an observation. We talked about a few possible ideas to incorporate into the lesson.
11/14	11:30 11:19 - 11:36	_____ and I briefly discussed her upcoming formal observation to be sure she was ready to go.
11/15	11:30 11:19 - 11:36	_____ and I briefly discussed her upcoming formal observation to be sure she was ready to go.
11/18	8:10 - 8:30	_____ and I briefly discussed her upcoming formal observation to be sure she was ready to go.

11/19	8:05 - 8:30 25	██████████ and I briefly discussed her upcoming formal observation to be sure she was ready to go.
11/20	2:50 - 3:10 20	██████████ and I briefly discussed her upcoming formal observation to be sure she was ready to go.
11/21	2:45 - 3:10 25	██████████ and I briefly discussed her upcoming formal observation to be sure she was ready to go.
11/22	11:30 - 11:19 - 11:36 17	We chatted about classroom rewards: using the teacher chair, moving seats for the day, etc. as possible incentives for good behavior
1/21	11:30 - 11:19 - 11:36 17 min	Discussed survey questions and responses. I (new teacher) received advise from my mentor ██████████ regarding some challenges I was facing in the classroom.



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

2.88 3 hours

████████████████████

Mentor's Signature/Date

████████████████████

New Teacher's Signature/Date

2/1/20

2/1/2020



SDIRC's STAR/ACP Program Mentor Log

2019-2020

8400003-19

(112)

8400003-20

New Teacher's Needs:

Growth: ESOC endorsed, continued prof growth

New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School Storm Groves Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
27 Aug	10:45-11:30	IGP
13 Sep	10:45-11:30	Co-teaching
23 Sep	10:45-11:30	Formal Evaluation Forms
15 Oct	10:45-11:30	Part B "Post Conference Forms" Evaluation Form
29 Oct	10:45-11:30	Learning Scales
12 Nov	10:45-11:30	Reviewing Data
10 Dec 19	10:45-11:30	Review of Exam Procedures
6 Jan 2020	10:45-11:30	Writing Process
4 Feb 2020	10:45-11:30	Formal Evaluation

6.45 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester)

Mentor's Signature/Date

New Teacher's Signature/Date

11 Feb 2020

SDIRC Alternative Certification Program Mentor Log



Date/Time	Attendees	Purpose of Meeting
9/6/19 @ 2:30	[REDACTED]	DISCUSS A Student
9/8/19 @ 11:30		DISCUSS A LESSON
9/12/19 @ 12 PM		DISCUSS A LESSON
9/13/19 @ 2:30		CLASSROOM Mngt.
9/16/19 @ 11		DEPT MEETING
9/18/19 @ 2:30		HELP WITH COMMON BOARD
9/20/19 @ 11		TALK ABOUT A Student
9/23/19 @ 2:30		Unit Building
9/24/19 @ 2:30		DISCUSS A LESSON
9/26/19 2:30		Sharing Resources (Read/Write/Think)
10/4/19 2:30		Class Wallet Tutorial
11/5 2:30		Meeting
11/18 2:30		Evaluation & Revisions
12/2 2:15		Revised C.B for new Eval
12/13 2:15	EXAMS	

By signing this document at the end of the year, we are confirming that all the above

[REDACTED]

Mentor's Signature/Date

[REDACTED]

ACP Teacher's Signature/Date

9/26

8400003-19
050

8400003-20
058



SDIRC's STAR Program Mentor Log
2019-2020

New Teacher's Needs:
[Redacted]

New Teacher: [Redacted]
Mentor Teacher: [Redacted]

Date	Time	Detailed explanation of support including action steps, when applicable
2-4-19	7:45am	E/LA Lesson Planning 825a
2-5-19	7:45am	Math Lesson Planning 825a
2-10-19	7:45am	E/LA Lesson Planning 825a
2-18-19	7:45am	E/LA Guided Reading Goals 825a
2-6	11:30am	E/LA Test 11:30am
2-14	7:45am	E/LA and achieves 10 day of school
2-17	7:45am	E/LA plans whole group plans 825
		300 min shrs.

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

[Redacted Signature] 1-21-2020
New Teacher's Signature/Date

STAR Mentor Program Log 19-20

1st
12/4/19
2nd
1/17/20



SDIRC's STAR/ACP Program Mentor Log

2019-2020

8406003-19

New Teacher's Needs:
 Classroom management, time management (111)
 Follow through/discipline,
 Evaluation-Delivery pacing (021)

8406003-20

New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School Storm Grove Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/23/19	2:00-2:30	worked on documentation in Focus/
10/30/19	2:00-2:30	6th grade mathematics unit 2 discussion
11/6/19	2:00-2:30	ways for teaching equations across grades 6-8
11/13/19	2:00-2:30	CIR/ODR How To in focus
11/20/19	2:00-2:30	How to pull different reports in Baseball card
12/4/19	2:00-2:30	Talked about unit 3 test results
12/11/19	2:00-2:30	Talked about semester review and exam
12/18/19	2:00-2:30	Talked about how to teach Ratio Unit
1/15/20	2:00-2:30	Talked about spiraling review
1/22/20	2:00-2:30	Talked about how to word an Email for 20-21 school year
2/5/20	2:00-2:30	Discussed Unit 4 test results and retention

5.5 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester)

[Signature] 2/10/20
Mentor's Signature/Date

[Signature] 2/10/20
New Teacher's Signature/Date

SDIRC Alternative Certification Program Mentor Log



8420003-19
053

New Teacher's Needs:

- Utilize student feedback to monitor instructional needs and to adjust instruction
- Employ higher-order questioning techniques
- Effective planning strategies and implementation

Ostlo Middle

Date/Time	Attendees	Purpose of Meeting	Start Time	End Time	Total time in minutes
8/22	[REDACTED]	Collaboration	3:00	3:30	30 minutes
9/12		Collaboration	3:00	3:30	30 minutes
9/19		Collaboration	3:00	3:30	30 minutes
9/26		Collaboration	3:00	3:30	30 minutes
10/10		Collaboration	3:00	3:30	30 minutes
10/17		Collaboration	3:00	3:30	30 minutes
10/24		Collaboration	3:00	3:30	30 minutes
10/31		Collaboration	3:00	3:30	30 minutes
11/6		Collaboration	8:00	12:00	4 hours
11/14		Collaboration	3:00	3:30	30 minutes
11/21		Collaboration	3:00	3:30	30 minutes
11/25		Note Taking	3:00	3:30	30 minutes
12/4		Star Meeting	3:00	3:30	30 Minutes
12/4		Progress Meeting	3:30	4:30	60 minutes
12/6		Final exam/ organization skills	3:00	3:30	30 minutes

12/11		Conflict Resolution	2:45	3:00	15 minutes
12/18		STAR Meeting	1:05	1:20	15 minutes

9



Total Mentor/Mentee time: 12 hours

By signing this document at the end of the year, we are confirming that all the above information is correct.

[Redacted Signature/Date]

Mentor's Signature/Date

[Redacted Signature/Date]

[Redacted Signature/Date]

ACP Teacher's Signature/Date

[Redacted Signature/Date]



SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

Whitney is in her third year of teaching. Her needs are someone to plan with and problem solve when needed.

8400003-19

(13)

New Teacher _____

Mentor Teacher _____

SGMS

Date	Time	Detailed explanation of support including action steps, when applicable
11/11/19/19	3:30-4:00 pm	We were planning our curriculum over the phone since we didn't have time to wrap up at school.
11/14/19	10:27-11:13 am	Collaborative planning with team.
11/15/2019	10:45-11:00am	Question on student's behavior. We ended up asking a guidance counselor to help with the situation.
11/19/19	7:30-7:51	Planning curriculum over phone; didn't have enough time during planning.
11/21/19	10:27-11:13 am	Collaborative planning with team.
12/3/19	10:27-11:30 am	We made our exam for ELA classes.
12/5/19	10:27-11:13am	Collaborative planning with team.
12/12/19	10:27-11:13am	Collaborative planning with team.

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(Mentors can earn up to 10 in-service points per semester.)



Mentor's Signature/Date



New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

8406003-19

069

New Teacher's Needs:

Classroom management, support for ESE students and support for Intensive Students

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School _____ GMS _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/10/19	2:00 – 2:30	Mentor Meeting, discussed concerns/approach of classroom management and possible solutions, continuing support for Intensive Classes
11/07/19	2:00 – 2:30	Discussed change of seating arrangement suggested by administration (suggested some possible ideas to arrange students to be more collaborative and level seating), results of Unit Assessments, collaboration of Intensive Classes and suggestion of materials to support Pre-Algebra Students
12/03/2019	2:00 – 2:30	Review of 7 th Grade classes results of Unit Assessments and insights, discussion of collaboration with other 7 th grade math teacher
	2 hours	Mindset Monday in November attended by both Mentor and Mentee
	30 minute	Discussion of how change in seating arrangement had helped classroom management
	3 hours	Meetings on a regular basis via discussions during planning period

_____7_____ Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

_____ [Redacted]

Mentor's Signature/Date

_____ [Redacted]

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

School and district routines, support in planning and following expected protocol

8400003-19

(101)

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Beachland Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/6	9:45 – 10:30	Discussed and showed how to use Frontline and created effective sub plans. Looked over sub plans and made suggestions.
10/4		Best practices for grades and effort shown in classroom. Mini FOCUS workshop – taught how to input grades.
10/24		Observation – discussed lesson plans and IPDP for observation,
11/8		Discussed results of observation and collaborated to improve upon results of administration's suggestions
11/22		Performance and field trip protocol
12/6		Guidelines for 'subjective' effort grades; holiday expectations and performances at school

6 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddad

points per semester

[REDACTED]

Mentor's Signature/Date

[REDACTED]

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Instruction with using technology in classroom.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Gifford Middle

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
09-2019	3-3:30 3-3:30	Meet and discuss what variety of technology can be used to effectively transit knowledge.
10-2019	3-3:30 3-3:30	Stars meeting. Meet and discuss any challenges and share new ideas.
11-2019	3-3:30 3-3:30	Look at progress teacher is making with the use of various technology in her lesson. Spoke about the Unit Assessment and ascertain how to help students improve their scores.
01-2020	3-3:30 3-3:30	Discussed how to incorporate diversity in the teaching and learning process.
02-2020	3-3:30	STARS meeting
03-2020	3-3:30	Review, talk and share.
04-2020	3-3:30 1-1:30	Talk about communicating with students and parents during as we embark upon remote teaching and learning.
04-2020	1:00-1:30	Check in, share concerns and gather ideas how to navigate through this stressful time.
05-2020	1-1:30	Check in, share ideas and information about grading and reaching out to students to ensure they are completing the assignments.

_____7_____ Total hours spent mentoring new teacher

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_____ [Redacted] 5/22/20 _____

Mentor's Signature/Date

[Redacted]

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

- * Increasing types of interventions to use with students
- * Writing goals & procedures
- * Keep consistency with learning/teaching during the day (due to student behaviors)
- * Directly other adults to do tasks

078

New Teacher _____

Mentor Teacher _____

8400003-19

OSCEOLA

Date	Time	Detailed explanation of support including action steps, when applicable	
8/5/2019	3 ⁰⁰ -4 ⁰⁰	ESE Planning Schedule	1.0
8/12/2019	3 ³⁰ -4 ⁰⁰	check in on first day!	.5
8/21/2019	8 ⁰⁰ -8 ³⁰	Review student needs	.5
8/29/2019	9 ⁰⁰ -9 ³⁰	suspension meeting - reviewed new plans	.5
9/10/2019	3 ³⁰ -4 ⁰⁰	Review of needs for this weeks meetings	.5
9/11/2019	8 ⁰⁰ -8 ⁴⁵	Student review	.75
9/17/2019	12 ³⁰ -1 ⁰⁰	lunch - general review	.5
9/20/2019	12 ³⁰ -1 ⁰⁰	lunch - general review	.5
9/26/2019	9 ⁰⁰ -9 ³⁰	plan time - looking @ data for all students	.5
9/27/2019	9 ⁰⁰ -9 ³⁰	Continue data review	.5
10/3/2019	12 ³⁰ -1 ⁰⁰	Lunch review - working with aide	.5
10/7/2019	3 ³⁰ -4 ⁰⁰	Student data	.5
10/8/2019	8 ⁰⁰ -8 ⁴⁵	Met with parent	.75

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Mentor's Signature/Date

1/20/2020

New Teacher's Signature/Date

hours 15.5

PS! 7.50



Page Two

SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

- * Increasing types of interventions to use with students
- * Writing goals & procedures
- * Keep consistency with learning/teaching during the day (due to student behaviors)
- * Directing other adults to do tasks

New Teacher _____

8406003-19

Mentor Teacher _____

Date	Time	Detailed explanation of support including action steps, when applicable	
10/16/2019	12:30-1:00	Lunch - looking @ student's daily notes	.5
11/11/2019	8:00-8:30	Case review of student	.5
11/14/2019	9:00-9:30	ESE Grade Level meeting	.5
11/12/2019	3:30-4:30	Review of student & procedures for change of placement	1.0
11/14/2019	9:00-10:30	Change of placement meeting	1.5
11/14/2019	4:00-4:30	Review of the meeting - great job!!	.5
11/19/2019	9:00-9:30	ESE meeting	.5
10/24/2019	4:00-5:00	Goals, down time & review	1.0
12/5/2019	12:30-1:00	Lunch - talked about working with other adults	.5
12/11/2019	12:30-1:00	Lunch together	.5
12/12/2019	12:40-1:00	Lunch Aider schedule	.5
12/16/2019	3:30-4:00	ESE Staff review	.5

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester.)

7.50
+ 8.00

Total
2 pages
15 hrs

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

This is [redacted] hird year teaching. She needs minimal support, as she plans twice a week with our department head, [redacted], but I enjoy the opportunities we have to collaborate.

8400003-19

0912

New Teacher/Employee ID # - [redacted]

Mentor Teacher/Employee ID # [redacted]

School Gifford Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
9/26	4:45-5:15	ESE student accommodations, how to modify workload and test items.
10/21	3:10-3:30	Student support – identified low performing student with behavioral concerns and addressed ways to support positive behavior and encourage attendance.
11/13	3:05 – 3:20	Science Fair Planning
12/12	3:05 – 3:30	Midterm Planning

1.5 (2) Total hours spent mentoring new teacher

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(1 credit per semester) 1.5 credit points per semester

[redacted] 2/5/20

Mentor's Signature/Date

[redacted] 2/6/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log
2019-2020

8400003-19

120

New Teacher's Needs:

- School Procedures
- Organization/strategies
- Best practices (Ideas/help with determining)
- ELA Strategies

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Sebastian Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/9	11:50-12:00	Brief discussion about star mentor log. Plan to meet as needed.
11/21	11:50-12:00	Mentor clarifies the purpose of star log. Brief explanation and example shown as log. Still discussion as needed.
12/10	11:55-12:25	Discussion about mentor log. Teacher discusses with mentor about mentor selection. Teacher will motion to receive a mentor that teaches the same subject area.

Ⓣ >1 Total hours spent mentoring new teacher



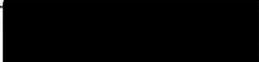
SDIRC's STAR Program Mentor Log

2019-2020

8400003-19
067

New Teacher's Needs: Puglise-
More efficient ways to prep materials and clean up.
No bathroom inside art building, not enough sink stations.

Continued support with district paperwork and support in Grant Writing and After-School Club proposals.

New Teacher 

Mentor Teacher 

Date	Time	Detailed explanation of support including action steps, when applicable
11/19/19	4-4:30 5	Discussed concerns since changing to cultural art group from K. Discussed she is meeting with Betsy head of cultural arts, Art, for ideas on fundraisers. Interested in getting some programs for raining monies.
11/25/19	4-4:30 5	Feeling more comfortable as things are going along with arranged grade level fieldtrips since they have started to happen. Concerns have gone with a better understanding.
12/5/19	4-4:30 5	Fundraiser arranged- having an evening art show for parents to attend and purchase student work. Working with her to get grade level judges. Art show will be in April.
12/11/19	4-4:30 5	Discussed prep needs. Discussed some grant ideas to add programs and supplies to further student engagement .

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Mentor's Signature/Date



New Teacher's Signature/Date



8406003-19
219

SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School IRA

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/21	11:40-12:00	Report Cards, Math Instruction - Unit 2 patterns
11/4	11:40-12:00	Progress Monitoring
11/12	11:40-12:00	3rd grades Reading concerns to MTSS
12/2	12:30-1:00 (lunch)	Number Corner - December
12/3	11:20-12	Planning - Unit 5 Trapezoid definitions
12/10	12:30-1:00 (lunch)	Number Corner / Tier 1

2 hr 40 min Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester)

[Redacted Signature]

[Redacted Signature]

Mentor's Signature/Date

New Teacher's

Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

learning unit of inquiry, strategies.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School Liberty Magnet (3rd Grade)

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
11/10-11/55	8/20-27	Scheduling
9/3, 10, 17, 24	11:10-11:55	Extended planning and IB showcase/Unit
10/5, 15, 22, 29	" "	Report Cards + IB report cards
11/5, 12, 19	" "	unit assessments
12/3, 10,	" "	IB showcase + unit of inquiry
1/7, 14, 21, 28	" "	Endurance passage and explanation
2/11, 14	" "	Reteaching standards

16.5 Total hours spent mentoring new teacher

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(Signature/Date)

Mentor's Signature/Date

(Signature/Date)

New Teacher's Signature/Date

VI. SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2019-2020

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

8406003-19
565

Mentor Teacher's Name: [Redacted] 4
Mentor Teacher ID#: [Redacted]
New Teacher [Redacted] # years of prior teaching experience 0

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
8/16/19	7:45am-8:05am	Behavior for 1 student, ^{Conscience} Discipline	Me / JC
9/13/19	7:45am-8:00am	Setting Up Small Group, ^{Discussed} Open House	Me / JC
9/23/19	3:45pm-4:00pm	Discussed Observation	Me / JC
10/1/19	3:45pm-4:00pm	Math Centers	Me / JC
10/10/19	3:45pm-4:00pm	Informal Observations	Me / JC
10/23/19	3:45pm-4:00pm	Classroom Management	Me / JC
11/4/19	3:45pm-4:00pm	I ready	Me / JC
11/14/19	3:45pm-4:00pm	Rotations/Timers	Me / JC
11/20/19	3:45pm-4:00pm	Afterbreak Expectations/Routines	Me / JC
12/2/19	3:45pm-4:30pm	Discuss Pre Conference/Formal	Me / JC
12/4/19	3:45pm-4:15pm	Discuss Formal (Before)	Me / JC
12/6/19	3:45pm-4:00pm	Discuss Formal (After)	Me / JC
12/11/19	3:45pm-4:00pm	Discuss Postconference	Me / JC
1/8/20	3:45pm-4:15pm	Revamp ^{Classroom} management	Me / JC

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 5 hrs

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.

8406003-20

Rosewood



SDIRC's STAR/ACP Program Mentor Log

2019-2020

84020003-19
(109)

84020003-20
(020)

New Teacher's Needs:

New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School Rosewood

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/7/19	2:45-3:30	School year goals
8/8/19	2:00-2:40	discussion of orientation presentation
8/9/19	11-12	1st day of school plans/activities/positive environment
8/22/19	1:50-2:35	strengths/weaknesses we had so far with teaching class/family
9/11/19	8:00-8:30	lesson planning, small group reading
10/4/19	1:50-2:30	conference plans (checklist, student progress)
10/15/19	3:20-3:45	1st nine weeks report cards (standards, comments)
11/4/19	1:50-2:35	November STEAM day plans
12/13/19	3:20-4:00	writing rubric / session examples
1/9/20	8:00-8:15	IReady Diagnostic procedures - revisited after diagnostic talked about results
1/24/20	8:00-8:30	January STEAM day planning (literacy plans)

6 hrs 40 min Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log
2019-2020

8402003-19
123

New Teacher's Needs:
Growth and development.



New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School Storm Grove Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/10/19	9:00am-10	Met w/ Julie Kastensmidt - Curriculum & guidance
9/24/19	11:15-12:00	Met w/ Garrick regarding standard based instruction
10/29/19	11:15-12	Met w/ Garrick to go over scaffolding strategies based on data
11/15/19	11:15-12	Met w/ Julie & Garrick to discuss follow up from implementing strategies
1/28/20	11:15-12	Met w/ Garrick on Marzano's lessons to effective vocabulary
1/18/20	11:30-12	Spoke w/ Julie regarding professional development - professional test strategies

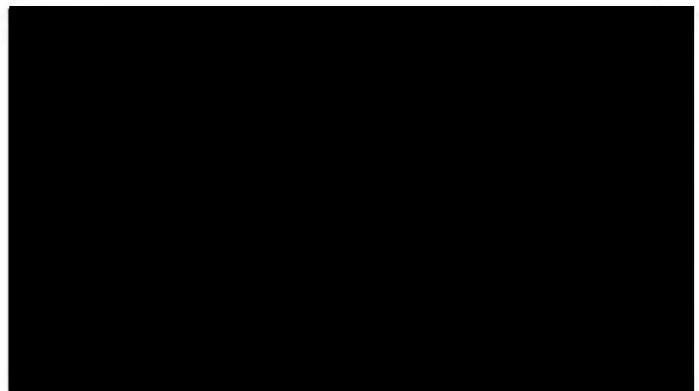
6 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

[Redacted Signature]

[Redacted Signature]

New Teacher's Signature/Date





SDIRC's STAR Program Mentor Log 2019-2020

8486003-19
05/17

New Teacher's Needs:

I am in my tenth year of teaching. Since I am experienced and only new to the district, we mainly discuss the expectations of IRSD and SRHS. My mentor is a math teacher and helps me out with math activities and manipulatives to use with my ESE self-contained classroom.

New Teacher _____

Mentor Teacher _____

School: Sebastian River HS

Date	Time	Detailed explanation of support including action steps, when applicable
11/7/19	3-3:20	Talked about classroom management.
11/21/19	3-3:20	What good classroom collaboration looks like.
12/5/19	3-3:20	How to do ESE Math rotations.

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New Teacher's Signature/Date



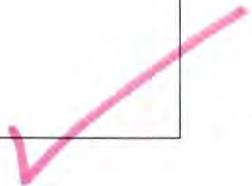
SDIRC's STAR Program Mentor Log

2019-2020

84020003-19 (1919)

-20 (2019)

New Teacher's Needs:



New Teacher: [REDACTED]

Mentor Teacher: [REDACTED]

Sems

4.3
OTC
4.16
OTC
3
206

Date	Time	Detailed explanation of support including action steps, when applicable
8/5/19	12:30-1:30	Intro to new students and setting class expectations
8/19/19	1:00-1:50	Establishing proper classroom procedures
9/3/19	1:00-1:50	Parent involvement and relationship building to keep students on track
9/16/19	1:00-1:50	Accommodating to each student's needs within a lesson
10/7/19	1:00-1:50	Grouping and engagement of students during new units
10/21/19	1:00-1:50	Large grouping, Small grouping, Pairing, and independent lessons
11/4/19	1:00-1:50	Incorporating core subjects into lessons. Ex: math= game scoring
11/18/19	1:00-1:50	Preplan lesson/diagnostic; understanding what students already know
12/2/19	1:00-1:50	Student self-taught learning.
12/16/19	1:00-1:50	Summative Assessment
1/6/20	9:00-10:00	PE Skill specific formative assessment
1/20/20	1:00-1:50	Incorporating Sunshine State Standards
2/3/20	1:00-1:50	Creating clear objective for lesson known to students

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New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

84000003-19

(110)

New Teacher's Needs:

New Teacher/Employee ID # [Redacted]
Mentor Teacher/Employee ID [Redacted]

School Storm Grove Middle

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
09/04/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
09/11/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
09/18/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
10/09/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
10/16/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
10/23/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
11/06/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
12/04/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
12/11/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.
12/18/19	1:51-2:46	Weekly meeting to cooperative plan and answer any questions I had.

8.5 hours Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

[Redacted Signature/Date]

[Redacted Signature/Date]

Mentor's Signature/Date
Signature/Date

New Teacher's

84106003-19
 (DSS)

SCHOOL DISTRICT of INDIAN RIVER COUNTY
 Peer Teacher Logs
 2018-2019

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.



Quarter 1 2 3 4

Peer Teacher Name: [Redacted] Peer Teacher [Redacted]

New Teacher: [Redacted] #years of prior teaching experience _____

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/12/16	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
8/16/19	8:30-9:15	Classroom Procedure	DL /
8/16/19	1:15-2:15	Planning	DL /
8/19/19	3:45-4:15	Review 1st day	DL /
8/22/19	7:45-8:15	Focus weighting	DL /
8/26/19	2:45-4:00	IREAD	DL /
8/28/19	8:00-8:30	Pacing Guides	DL /
9/5/19	7:45-8:15	" "	DL /
9/9/19	8:00-8:15	Goodbook	DL /
9/12/19	3:45-4:00	Unify scoring	DL /
9/25/19	8:00-8:20	Planning	DL /
9/26/19	7:45-8:00	"	DL /
10/1/19	7:45-8:15	" / Pacing	DL /
10/7/19	3:45-5:00	PLC-Classroom Manag	DL /
10/14/19	3:45-5:00	"	DL /

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 8.5

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2018-2019



MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 **(2)** 3 4

Peer Teacher Name: [Redacted]

Peer Teacher ID#: [Redacted]

New Teacher: [Redacted]

#years of prior teaching experience _____

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/12/16	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
10/21/19	3:45-5:00	PLC-Classroom Manag	De /
10/23/19	8:00-8:20	Report Cards	De /
10/28/19	3:45-5:00	PLC-Classroom Manag	De /
11/4/19	3:45-5:00	PLC-Classroom mManag	De /
11/8/19	7:45-8:00	Science Pacing	De /
11/18/19	3:45-5:00	PLC-Classroom Management	De /
12/2/19	3:45-5:00	PLC-Classroom Management	De /
12/4/19	8:00-8:30	End of Semester assess	De /
1/7/20	3:15-3:45 (0.5)	Planning	De /
			/
			/
			/
			/
			/

2nd Semester

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 7.75

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.

16.25 1st Semester



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: None

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Oslo _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/6	3:00-3:30	Collaborative Planning
8/8	3:00-3:30	Collaborative Planning
8/13	3:00-3:30	Collaborative Planning
8/15	3:00-3:30	Collaborative Planning
8/20	3:00-3:30	Collaborative Planning
8/22	3:00-3:30	Collaborative Planning
8/27	3:00-3:30	Collaborative Planning
8/29	3:00-3:30	Collaborative Planning
9/3	3:00-3:30	Collaborative Planning
9/5	3:00-3:30	Collaborative Planning
9/10	3:00-3:30	Collaborative Planning

Total hrs
5.5

10 ~~18~~ Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

Mentor's Signature/Date

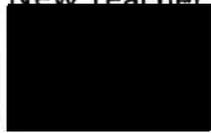
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

840003-19

New Teacher's Needs:



support with ACP work, higher order questioning, differentiation, class management

New Teacher/Employee ID #



Mentor Teacher/Employee ID #



School JRA

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/10	3:30-4	reviewed lesson plan for ACP
10/24	3:30-4	discussed differentiation w/particular student
11/14	9:00-9:45	planning w/ higher order questioning
11/21	9:00-9:45	planning for collaboration in CA
12/5	3:30-4	support w/ daily challenges / successes.

3

Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentor's service points per semester.)



Mentor's Signature/Date



New Teacher's Signature/Date

1/30/20



SDIRC's STAR/ACP Program Mentor Log

8400003-19

2019-2020

085

New Teacher's Needs:

Higher Order Questioning, Support w/ daily challenges/successes

New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School

TRA

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/3	3:30-4	Discussed challenges in classroom behaviors mainly 4 th (added support from another CA member)
10/17	9-10	went over IEP's of students and accommodations.
11/14	9-9:45	Planning with higher order questioning.
11/21	9-9:45	Planning for collaboration in CA.
12/10	10:40-11:20	Support in classroom for chorus concert

3 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentor Teacher) in-service points per semester.

1/30/2020 /Date

1/30/2020 /Date

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2018-2019

8406003-19
002

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter ~~1~~ ~~2~~ ~~3~~ ~~4~~ (2018-2019 School Year)

Mentor Teacher's Name: [REDACTED] _____

Mentor Teacher ID#: [REDACTED] _____

New Teacher: [REDACTED] # years of prior teaching experience 1

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Mentor / New
Example: 8/12/18	2:30-3:15	Help with FOCUS, meet the teacher night	MV / RT
August 2018	2.5 hours	Help get acclimated to 8 th grade team. grading/gradbook setup. OneNote Setup, General Beginning of the school year questions/concerns	CJH / [Signature]
September 2018	1.5 hours	Preparing for progress reports and parent conference nights. Discuss procedure for Recess Days	CJH / [Signature]
October 2018	2 hours	Grading questions, preparing for report cards, pep talks, general questions/concerns. Discussing how Life Skills will be handled	CJH / [Signature]
November 2018	1.5 hours	Going over procedures for Veteran's Day Assembly, general questions/concerns	CJH / [Signature]
December 2018	2.5 hours	Discussing holiday lesson ideas, grading issues, exam writing, grading concerns, discussion of student semester grades, etc	CJH / [Signature]
January 2019	2 hours	Resetting tone for 2 nd semester. discussion of potential Black History month project, Preparing for Spring Parent Conferences	CJH / [Signature]

February 2019	2 hours	General curriculum and apathy concerns. discussion of Spring testing schedule. 12 Key words for testing	CJA / [Signature]
March 2019	1.5 hours	General Pep talk. 3 rd Quarter grades questions. etc.	CJA / [Signature]
April 2019	2 hours	Staying strong after spring break. Preparing to be out due to birth of son. Planning around FSA/EOC testing days	CJA / [Signature]
May 2019	2.5 hours	Working around testing schedule. FSA Testing questions. Lesson plans for end of year. Grading. wrap-up. etc.	CJA / [Signature]

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER YEAR 20

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one in-service credit point up to 10 points per semester or 20 points per year.



SDIRC's STAR Program Mentor Log

2019-2020

QTR 2

8400003-1
OS2

New Teacher's Needs:

2ND YEAR TEACHER IN A DIFFERENT POSITION THAN PREVIOUS YEAR -

HAS IT ... JUST NEEDS A SOUNDING BOARD OCCASIONALLY!

New Teacher _____

Mentor Teacher _____

2ND 9 WEEKS

Date	Time	Detailed explanation of support including action steps, when applicable
10/29	3:30-4	How to maintain and apply smooth transitions
11/5	3:30-4	Ability Grouping? Behavior Issues -
11/19	3:30-4	Who to go to for ... Math, Reading - Final Word
12/10	3:30-4	Progress Summaries and Assessments
* 11/12	3:30-4	Formal (Recap) ^{LESSON} AND (REVIEW) Prior to *DISCUSS PLAN OF ACTION
		TOTAL 2.5

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

[Redacted Signature]

1/24/2020

Mentor's Signature/Date

[Redacted Signature]

1/28/20

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

8400003-19

090

New Teacher's Needs:

General assistance with implementing Canvas in the classroom; occasional potential questions on district policies



New Teacher _____

Mentor Teacher _____

Date	Time	Detailed explanation of support including action steps, when applicable
8/19	3-3:30	Assistance setting up backbone of Canvas for 7 th grade classes -> then implemented with 8 th grade Canvas classes as well on own
8/26	3-3:30	Assistance creating interactive clickable home page for 7 th grade classes -> then implemented with 8 th grade Canvas classes as well on own
9/23	3-3:30	Showed how to live record notes with commentary -> cannot implement on own until document camera is updated (work order submitted to Jo)
10/8	3-3:30	Showed how to make quizzes (and exit tickets) in Canvas so that students may immediately see and reflect upon their answers -> implemented in both 7 th and 8 th grade classes

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

Mentor's Signature/Date

1/20/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log
2019-2020

8400003-19
OTO

New Teacher's Needs: Computers / laptops for instructional purposes. Orientation (GMS / SDIRC) on Rules & Regulations Procedures. Supplies (paper, pencils; etc.) Professional Development Briefing.

New Teacher/Employee ID #

Mentor Teacher/Employee ID

School Gilford Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/27/2020	8-8:50am	Discussion on Certification (Teaching); Expectation in Language Arts; Required meetings to attend. Formal / Informal.
11/20/20	8-8:50am	FSA Writing & Reading; Writing & Administering mid-term Exams
10/16	8-8:50am	Welcome to GMS; Strengths & Challenges; ACE Program & Certification

3 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee [redacted] nt.

[redacted] points per [redacted]
27/2020

Mentor's Signature/Date

[redacted] 1/27/2020

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

84152003-19
105

New Teacher's Needs:

New Teacher _____

Mentor Teacher _____

E-MAILED
1-27-2020

Date	Time	Detailed explanation of support including action steps, when applicable
9/21/19	9:00am 1.0	Observed mentee teacher's classroom. ML had created a game for her class which hit the kinetic, auditory, and visual learning styles. Gave feedback to teacher later that day about notices and wonderings.
10/17/19	3pm 1.0	ML had a student who was very vocal in their written communication and wasn't following the chain of command when an issue arose in class. I spoke to ML about the student and how to address the student's concerns and how the student communicated. I also brought ML to another teacher's room where a parent conference was being held for another issue about the student.
10/25/19	7:18p .5	ML texted about how to set up a gradebook. Discussion was held about weighted grades versus points and how to set up the format on FOCUS
10/28/19	3:35p .5	ML texted about getting a sub and how it works to get a sub for separate occasions
11/23/19	1:18p .5	Texted ML to check on how she was doing. ML said that she doesn't have questions at the time; but foresees having some soon.
11/24/19	5:03p .5	ML texted about what to do the next two days of school prior to break. I suggested creating a game where the students make a Thanksgiving meal menu in Spanish.
11/25/19	10a .5	Communicated with teacher via email regarding how to get set up for the semester exams and where to locate scantrons.



12/3/19	5:57p .5	Question about creating a study guide for the midterms and reflecting about making connections with the students – I suggested to ML about keeping a reflection journal
12/6/19	5:33p .5	Shared about classroom library getting fully funded from donorschoose.org
12/12/19	2:56p .5	ML reflected on evaluation and how to bring up the developing areas; I helped to generate ideas
12/16/19	7:04p .5	Discussed building relationships with students and spending time with them outside of school; I explained that parents must always be present
	(4.5)	
	EMAILED	

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

Mentor's Signature/Date

New Teacher's Signature/Date

SCHOOL DISTRICT of INDIAN RIVER COUNTY

Peer Teacher Logs
2018-2019

8406003-1
(003)

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Peer Teacher Name: [Redacted]

Peer Teacher ID#: [Redacted]

New Teacher: [Redacted]

#years of prior teaching experience 9

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/13/14	2:30-3:15	Help with eSembler; submitting 9-weeks grades	MV / RT
3/25	2:45-3:00	submitting grades and how conduct to grades help you	KA / SM
3/27	3:00-3:15	looking at what needs to change discussing classroom setup and	KA / SM
3/28	3:00-3:15	going over FSA book and making note of key ideas.	KA / SM
3/29	3:15-3:30	FSA Accommodations making sure to review and what to place	KA / SM
4/8	7:15-7:30	FSA distinguishing / calculating time and a half an 2X	KA / SM
4/11	7:30-7:45	end of School Year Prep.	KA / SM
4/18	7:20-7:40	hooking up a final project for science rather than test	KA / SM
4/26	7:00-7:15	documentation's necessary for proper check out.	KA / SM
			/
			/
			/
			/
			/
			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 2.05

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings)
earns one inservice credit point up to 10 points per semester or 20 points per year.

SP

imagine

SCHOOL DISTRICT of INDIAN RIVER COUNTY

Peer Teacher Logs
2018-2019

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Peer Teacher Name: [Redacted] Peer Teacher [Redacted] #years of prior teaching experience 1

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/13/14	2:30-3:15	Help with eSembler; submitting 9-weeks grades	MV / RT
1/10	2:45-3:00	and classroom management meeting discussing New Year	KA / SM
1/18	2:45-3:15	time management with grading	KA / SM
1/25	2:45-3:15	after school activities; giving back to school	KA / SM
2/1	5:30-6:00	school fundraising Boosterthon	KA / SM
2/8	2:45-3:15	student content quality rubrics and how they aid in	KA / SM
2/8	3:30-4:00	and providing feedback conferences; speaking with parents	KA / SM
2/15	3:00-4:00	dealing with negative classroom behavior	KA / SM
2/22	4:00-5:00	Kagan strategies lesson planning incorporating	KA / SM
2/26	7:30-7:45	utilizing paid day offs	KA / SM
2/28	3:45-4:15	professional development when	KA / SM
3/4	2:40-3:40	behavior issue	KA / SM
3/12	2:40-3:15	classroom supplies	KA / SM
			/
			/

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 2.45

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.

LP

SCHOOL DISTRICT of INDIAN RIVER COUNTY
Peer Teacher Logs
2018-2019

MAKE A COPY FOR YOUR RECORDS BEFORE SUBMITTING LOGS.

Quarter 1 2 3 4

Peer Teacher Name: [REDACTED]

Peer Teacher ID#: [REDACTED]

New Teacher: [REDACTED]

#years of prior teaching experience 9

MEETINGS

Date	Time (outside of regular team/dept/grade level meetings)	Topic	Teacher's Initials Peer / New
Example: 8/13/14	2:30-3:15	Help with eSembler; submitting 9-weeks grades	MV / RT
8/27/18	3:45-4:45	help with grade sheet/Focus	KA / SM
8/29/18	2:40-3:45	help with orientation/open house	KA / SM
8/31/18	2:40-3:45	help with class data and shared ideas	KA / SM
9/4/18	3:45-4:45	discussed learning environment	KA / SM
9/6/18	2:40-3:40	classroom management tips	KA / SM
9/7/18	7:15 ^{am} -7:30	shared info/ideas about behavior cards	KA / SM
9/10/18	2:40-3:00	helped with professional development	KA / SM
9/12/18	4:00-5:00	acomodations, IEPs, and 504s	KA / SM
9/13/18	2:40-3:00	submitting progress reports	KA / SM
9/20/18	7:15 ^{am} -7:30 ^{am}	Appropriate manner to speak with parents	KA / SM
9/21/18	2:40-3:45	comments/codes for report cards	KA / SM
9/23/18	7:15-7:30 ^{am}	folder for sub/plans	KA / SM
9/25/18	2:40-3:00	template for accomodations	KA / SM
9/26/18	2:40-3:40	Time management.	KA / SM

PLEASE INCLUDE THE TOTAL TIME FOR THIS QUARTER 10

Each hour of contact/assistance (outside of regularly scheduled dept/team/grade level meetings) earns one inservice credit point up to 10 points per semester or 20 points per year.

KRP



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

New Teacher [Redacted]

Mentor Teacher [Redacted]

8406003-19
(098)
-20
(04)
Treasure Coast ELEM.

(4.5)

(4)

Date	Time	Detailed explanation of support including action steps, when applicable
Nov 21	.5	Welcome general housekeeping
Dec 3	.75	Disruptive student, proximity, ripple effect
Dec 9	1.25	Talked about specific student behaviors
Dec 13	1.25	Decompressed from the week, plans for next week
Dec 14	.75	Talked Report Cards, Focus, comments
Jan 6	1.75	Classroom orgg, student supplies, student disruptions
Jan 17	.75	Revisited student behavior what is or isn't working
		talked about resource on campus and a pic. schedule
Jan 22	.5	talked about up coming formal
Feb 3	.5	talked about conferences
Feb 10	.5	talked about sub. plans
	ALL 8.5 hrs.	

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

[Redacted Signature/Date]

Mentor's Signature/Date

[Redacted Signature/Date]

New Teacher's Signature/Date

Section II - Mentoring

Required Action 4

Attachment C



REQUIRED ACTION 4

Ensure the mentoring for all new teachers, including African American teachers, is tailored to meet the individual needs of each new teacher.

EXPLANATION OF ATTACHMENT

Attachment C includes the following evidence of implementation:

- 2019 – 2020 Semester 2 Mentor logs



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Dodgertown Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/13/20	11:20-11:50	Guided Reading/Running records
3/13/20	11:20-11:50	Report Cards
4/7/20	10:00-11:00	Canvas website/Conferences
4/22/20	10:00-11:00	Questions/Digital Learning
4/29/20	10:00-11:00	i-ready/ training information
5/6/20	10:00-11:00	Questions/Digital Learning
5/13/20	10:00-11:00	Report Cards
5/20/20	10:00-11:00	Questions/Digital Learning

 7 Total hours spent mentoring new teacher

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

[REDACTED]

Mentor's Signature/Date

[REDACTED]

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Support designing lessons on Canvas

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School _Fellsmere Elementary_____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/7	11:55am – 12: 40pm	Mentor held a Canvas Training for fourth grade teachers (Mentee's grade level team). Mentor showed how to record videos with Canvas Studio and create a quiz. Mentor also shared Canvas Sandbox Course that is used amongst the grade level teachers to collaborate while creating assignments.
4/7		Mentor added mentee to Canvas course so she could go look at the modules and assignments for ideas.
4/8	11:00- 11:20	We troubleshooted a problem with uploading media to Canvas Studio. Mentor went through different actions to try to solve the problem. Mentee found a solution to the problem.
4/9	1:40pm- 2:00pm	Support assigning quiz on Canvas Studio. Mentor gave Mentee step by step directions with screen shots to help her assign a quiz for her students to see.
4/20	11:00am- 11:05am	We discussed how we would assign grades and what assignments to grade through virtual learning.

 1.5 Total hours spent mentoring new teacher

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

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Struggling math students

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Oslo Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/13/20	2:05 – 2:45	Observation to check on mentee, observe student behaviors, ideas for lesson plans
1/27/20	10:10 – 10:55	Working with mentee on student behaviors. Students will be going to MTSS to help with support of teacher.
1/30/20	10:30-11:00	Data Chat with Teacher and other coaches. Mentee had a beautiful presentation and made plans to work on lesson plans based on unit assessment data.
1/31/20	10:10 – 10:55	Observation/Discussion from District Impact Review
2/10/20	8:50 – 9:35	Discussed with mentor – geometry topics covered in current unit, lesson plans, etc
2/18/20	8:00-10:00	Worked with mentor and Julie Green on using iReady and other data to build lesson plans
3/9/20	10:10 – 10:55	Worked with mentor to add students to intervention group
4/30/20		Worked with mentor to discuss parent concern over grading using MX

6.25 Total hours spent mentoring new teacher

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

_____)

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- The area of growth that I will focus on is the relationship and communication between the parents and students. During this virtual time, it is important to keep up with all of the students and parents and support them in any way.
- Some challenges that I am having is communication and work ethic/time management from all students. I have also found myself working all hours of the day, way beyond the recommended time, to make sure all students are heard from and helped in all the ways that I can.
- A great support would be how to manage all of this and still find time for myself by making a time schedule to follow. It would also be great to find a way to communicate with families weekly without feeling like I am bothering their home life.
- The support I get from my mentor is amazing! She is always very encouraging and allows me to take lead when I can and always makes sure to support me with whatever I do. We currently plan together and the collaboration has been amazing and makes me excited for more collaboration next year.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Fellsmere Elementary School

Commented [BC1]: @Becker, Megan answer the questions in red. Then put them back to black. After we complete let's email it right away to Beckham. They are looking for them. P.S. like my "e signature" LOL

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/6	3:30 – 4:30 pm	Met to help plan for math for a new unit.
3/10	9:30 – 10:15 am	Report cards – helped with standards based grades, posting gradebook grades, etc.
3/24	11 am – 1 pm	Math planning – support with digital learning
3/26	11 am – 1 pm	Support with online digital resources
4/2	2 – 3:30 pm	ELA Planning online
4/8	1:30 – 2:30 pm	Canvas support (studio, quizzes, etc.)
4/13	11 am – 1 pm	Math / ELA planning
4/21	10 am – 12 pm	Online resources / parent communication assistance
4/30	10 am – 11:30 am	Online video conferencing assistance – students and teacher call
5/1	11 am – 1:30 pm	Met to talk about graduation plans, getting students their belongings, and end of year housekeeping with files.

17 Total hours spent mentoring new teacher

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[REDACTED]

[REDACTED]

May 2, 2020

Mentor's Signature/Date

New Teacher's Signature/Date

SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

- I would like to successfully integrate technology in a meaningful way. I applied for a laptop cart in my room.
- Its been hard to reach students.
- I think learning more of the transition piece of the IEP would be helpful.
- I think I'm getting enough support as of now. I have no problem asking questions.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School VERO BEACH HIGH SCHOOL

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/4	2P-3P	DISCUSSED PROCEDURES FOR PROMING CBI + TRIP
2/11	2 ³⁰ -3P	DISCUSSED HOW TO FILL OUT COMMON BEARDS
3/10	2P-3P	DISCUSSED FSAA PROCEDURES
4/1	10-11a	STRATEGIZED ABOUT HOW TO MOVE FORWARD
4/9	10 ³⁰ -11a	WORKED ON TEMP. SUPPORT LOG
4/16	10 ³⁰ -11 ³⁰	WORKED ON STUDENT LEARNING PLAN
4/23	10 ³⁰ -11 ³⁰	DISCUSSED UTILIZING CANVAS CONFERRING
4/30	10 ³⁰ -11 ³⁰	DISCUSSED GRADING WITH COMPASSION ^{during covid 19}
5/7	10 ³⁰ -11 ³⁰	LEARNED HOW TO DOCUMENT IN FOCUS
5/14	10 ³⁰ -11 ³⁰	DISCUSSED Q4 PROGRESS MONITORING
5/21	10 ³⁰ -11 ³⁰	DISCUSSED NEW PEER IEP FORMAT

9.5 Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester)

[REDACTED] 5/22/20
Mentor's Signature/Date

[REDACTED] 5/22/20
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: support and guidance as needed.

New Teacher/Employee ID [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Hospital-Home-Bound Indian River

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
11/8/19	12:00-1:00	Check in and preparation
11/22/19	12:00-1:00	Professional Development Talk
12/13/19	12:00-1:00	Check in and preparation: We spoke on students and how I could better communicate with parents and staff.
1/10/20	12:00-1:00	Check in and preparation: we spoke about goals and expectations moving forward.
1/24/20	12:00-1:00	Check in and preparation: Spoke about one of my students who was giving me trouble and how I could better support the family.
2/7/20	12:00-1:00	Check in and preparation: We spoke on Professional Development opportunities and what to expect for the next PD Day.
2/21/20	12:00-1:00	Check in and preparation: Today was a check in and we spoke about my students, how I am doing, and what I could do to better assist.
3/6/20	12:00-1:00	Check in and preparation: we spoke about next years plans and what I should do to prepare for next school year.
4/17/20	12:00-1:00	Check in and preparation: we spoke about graduate school and the summer.
5/8/20	12:00-1:00	Check in and preparation: We spoke on how I felt the year went and if I had any questions or concerns going into summer.

10 Total hours spent mentoring new teacher

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██████████ 5/20/2020

Mentor's Signature/Date

_____ ██████████ 5/22/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: 4th Quarter 2019-2020

█ responses to the survey---

- What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter. Student engagement--making sure each student stays on track week to week.
- What are some challenges, if any, you are currently facing in the digital classroom? Some students (and parents) don't take distance learning seriously and do not complete assignments.
- What type of professional development/support would be beneficial to you right now? Creative ways to reward students without spending a lot of my own money. Kids are used to constant rewards, so it is difficult to motivate them without spending money.
- What support would be helpful from your school-based mentor? Nothing at this time

New Teacher/Employee ID # █

Mentor Teacher/Employee ID # █

School: Treasure Coast Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
2/4/2020	3:20-3:45	Went over previous survey questions for Blair to answer about current needs.
3/4/2020	3:20-3:45	Check in to see what help I can offer Blair for her classroom.
4/16/2020	12:00-12:30	Met to discuss distance learning and ways we can continue to communicate if help is needed.
4/27/2020	9:40-9:50	Help needed with MyOn Reader app
5/7/2020	9:10-9:30	Assisted with student on AR/and MyOn app
5/12/2020	1:45-2:00	Talked about needing answers to the 4 th quarter survey. Blair answered survey and I put at the top of this log.

2 hours and 5 minutes: Total hours spent mentoring new teacher

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 May 19, 2020

Mentor's Signature/Date
Signature/Date

 May 19, 2020

New Teacher's

*Neither of us have a printer or scanner, so we shared the log with each other and signed by typing our names. I hope this isn't a problem due to our distance learning situation.



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Monitoring Student Learning
- Incorporating Accountable Talk

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School **Oslo Middle School**

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/27/20	10:10-10:55	Met about Civics data and tracking information. Students will need to remediate standards prior to the EOC
2/3/20	10:10-10:55	Creation of Civics EOC student goal sheets and folders with information about the EOC.
2/10/20	10:10-10:55	Checking in on Lesson Plans and incorporating collaboration and accountable talk
2/20/20	10:10-10:55	Discussed the pacing guide and how to stay on track with unit assessments and collaborating with other teachers.
3/9/20	10:10-10:55	Discussed Unit Assessment Data and Lesson Planning. EOC Review and End of the Year projects.
3/29/20	EMAIL	Spent time discussing Distance Learning Lesson Plans and reviewed the lessons for Week 1.
4/14/20	3:30-4:30	PD Session for integrating Flipgrid into Canvas
4/24/20	3:30-4:30	PD Session for All things Canvas
5/4/20	Email	Checking in about Distance Learning and Content
5/14/20	3:30-4:30	PD Session about EverFi and Canvas Studio

5/18/20	Email	End of School Year Procedures, Final Grades, Closing out Distance Learning

_____9_____ Total hours spent mentoring new teacher

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_____5-26-20___ New Teacher's Signature/Date

_____ Mentor's Signature/Date New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: (from survey that was sent out)

1. I wanted to be more consistent with the rules, procedures and implementation of lessons across classes. I still need to work on it.
2. Same thing.
3. I need to focus on those students who are quiet but might also be struggling.
4. Regular conversations so that I can get advice and use my mentor as a sounding board has been very helpful.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: SRMS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6	10:05-11:05	Spoke about the upcoming semester and requirements for social studies. Student Safety, Lifeskills (mental health) and visits/presentations at the school. Agreed to keep an eye on attendance and to both be proactive about calling home before it gets out of hand. Reviewed data.
1/23	3:00-3:30	Had a conversation to address survey #3, checked in on how he is addressing the quiet students. He came up with a couple strategies to implement to keep track of these students, such as a check-in day, while students work independently. I mentioned printing off a gradebook report and having a "mini-conference" with all students.
2/6	3:00 – 3:30	Spoke about behavior and classroom management. We shared strategies that John can implement with the behaviors that he is experiencing. Using a buddy teacher to remove the student, change seat, allow for movement, call home, use the 3+3+3 plan
2/14	12:00-1:00	We met to discuss classroom management, ideas for next year and preparation for the IB Evaluation on 2/24-2/25.
2/26	1:15-2:15	Met on Personal Learning Day to collaborate. We discussed media guidelines and ideas for John's next unit. We discussed strategies on how to implement video clips, maps and visuals into the curriculum. We also discussed barriers, such as Lifeskills, Erica's Lighthouse, Student Safety Training and how we can work our curriculum around that.

3/30	10:00-10:30	Spoke about distance learning, programs to use, strategies and different contacts within the district. John is very experienced with Canvas; he is sharing with his grade level.
4/6	9:30-10:00	We discussed grading practices. Specifically, being able to use missings in the grade book to encourage and assist students in completing their assignments. We also reviewed best practices for grading in an online learning environment.
4/15	1:15-2:00	Talked about the interest survey for courses next year. Went over possible assignments for next year as well as the pros and cons of having multiple preps.
4/30	3:00-3:30	Driving student engagement in the online learning environment. How to get students to pass the quarter. Discussed strategies to target students in danger of failing the semester. Made an action plan.
5/18	2:00-2:15	End of year chat. Reviewed final to do list. Reflected on the year. Discussed summer plans. Talked about excitement of graduating from the program.

 6.5 Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Providing engaging and standards-based instruction for ESE learners and level 1 readers
- Navigating unit assessments and FSA prep in the general education and ESE co-facilitation classroom
- Aligning curriculum with 10th grade team, a district pacing guide and unit assessments

New Teacher/Employee ID #: [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: Sebastian River High School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/23	10:55-11:20	Time management, practice FSA writing, literacy week
1/27	1:40-2:10	Classroom observation and debrief with Terrie
1/31	10:55-11:20	Impact assessments, district walk-thrus, classroom expectations
2/7	10:55-11:20	Alternative certification program, district planned timed write, common planning
2/13	10:55-11:20	Textbook adoption needs, department planning and meeting times, impact assessments, data chats
2/24	2:00-3:00	Department updates, standards-based instruction, how to use our PLC/SALT time
2/28	10:55-11:20	Maternity leave, district support, argumentative writing rubrics, FSA prep
3/12	10:55-11:20	Possible online school, coronavirus, planning for maternity leave, alternative certification program
3/26	10:30-11:00	Alternative certification meeting, expectations, state testing requirements, mentor logs, Beacon and other courses
4/7	1:00-1:30	Online school check-in, mentor expectations for virtual learning, alternative certification update, AP exams

4/9	10:00-11:00	Department meeting, grading practices, Canvas sharing, online school best practices
4/13	10:50-11:20	Meeting with Elizabeth and Terrie, online learning check-in, certification updates, summer plans, maternity leave
4/24	1:30-2:30	Online school check-in, grading practices, student engagement, canvas ideas
5/8	1:00-2:00	Grading, student engagement, canvas ideas, providing feedback to student learners, parent contacts, AP exams
5/22	11:00-11:30	Grading, student engagement, school-end procedures, online learning
5/27	10:00-10:30	Textbook collection, classroom moves, teaching assignments

___10_____ Total hours spent mentoring new teacher

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██████████ 5/28/2020

██████████ 5/28/20

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs: Digital Learning

- Learn more about digital teaching via ClassLink...Canvas...Teams
- Current challenges – learning the Canvas platform
- PD – digital teaching opportunities
- Beneficial support – how to make virtual learning personable and engaging

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Sebastian Elementary School

Date	Time	Detailed explanation of support including action steps, when applicable
1/8/2020	12:30-1:00	Check In: guided reading – level readers
1/16/2020	12:30-1:00	Check In: celebrated guided reading success; brainstormed on how to increase rigor in reading center
2/6/20	12:30-1:00	Check In: went over the Spring Menor survey and created objectives for the 2 nd semester
2/10/20	12:30-1:00	Check In: discussed daily scheduled and created a lesson plan template (rough draft)
2/12/20	12:30-1:00	Check In: began incorporating new lesson plan template
2/19/20	12:30-1:00	Check In: worked on lesson plans
2/21/20	12:30-1:00	Check In: discussed what administration is looking for in lesson plans
2/26/20	11:50-12:20	Celebrated success with developing an organizational system for writing lesson plans
3/2/20	12:30-1:00	Modeled small group behavior strategy using cubes Celebrated success with developing a system to prepare for the following school day
3/4/20	12:30-1:00	Discussed how to incorporate anchor charts in KDG
3/9/20	12:30-1:00	Discussed classroom safety procedures
3/11/20	12:30-1:00	Brainstormed organization strategies
4/3/20	text	Discussed the first steps in virtual teaching
4/4/20	text	Discussed virtual report cards
4/7/20	text	Discussed virtual assignments
4/9/20	text	Discussed responsive and non-responsive students
4/15/20	text	Discussed launching canvas - Celebrated success
4/20/20	email	Discussed Canvas progress
4/28/20	text	Weekly check in: questions and concerns
5/4/20	email	Developed new survey needs
5/11/20	email	IReady diagnostic questions and concerns
5/18/20	email	PMP questions and concerns
Total	6 hours – not including text and emails in April and May	

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[REDACTED]

Mentor's Signature/Date

[REDACTED]

New Teacher's Signature/Date

Name	<p>██████████</p> <p>Sebastian Elementary School</p> <p>██████████</p>
Mentor	██████████
Think about the area of growth you identified after the 1st nine weeks. How have you grown in this area?	<ul style="list-style-type: none"> • Confidence – more relaxed and happier in current position • Behavior management –behavior plan was developed and is successful
What area of growth will you focus on during quarter three? Please describe the need in detail. You may choose to continue with the same area from last quarter.	<p>Organization:</p> <ul style="list-style-type: none"> • Develop a system to plan, prep, and arrange materials to make management and implementation easier • Prep and prepare lesson/materials before class begins
What are some challenges, if any, you are currently facing in the classroom?	<ul style="list-style-type: none"> • Student progress – what are the next steps to targeting student progression. What to do when a student isn't progressing? • Consistency with behavior management plan that has been established
What support would be helpful from your school-based mentor?	<ul style="list-style-type: none"> • Enrichment ideas • Touch base more often



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

- FOCUS – CIR/ODR process
- Maintenance/Building Ops – repairs, vandalism and basic classroom supplies
- Planning and Preparation

New Teacher [REDACTED]

Mentor Teacher [REDACTED]

Date	Start	End	Detailed explanation of support including action steps, when applicable
12/19/2019	2:00pm	3:15pm	<ul style="list-style-type: none"> • We discussed ways to plan effectively. We brainstormed ways to create a scope and sequence that would allow a pace that will increase student engagement. • Discussed different ideas for thematic units. • Discussed the use of learning targets and learning checks. <p>Action Plan Create a unit outline for the course.</p>
12/20/2019	1:30pm	2:45pm	<ul style="list-style-type: none"> • Reviewed lessons, lesson plan templates, and unit templates. • Created a scope and sequence outline. • Created a weekly outline for course. <p>Action Plan Fill in the outline identifying lesson objectives and student friendly learning target. Discuss the CIR/ODR Process Explain the Maintenance Process</p>

1/30/2020	3:00pm	3:45pm	<ul style="list-style-type: none"> • Focus comfort level increased. • Curriculum outline is working. • Including activities for diversity. • Closure with variety of techniques • Use of sketchbooks is empowering learning <p>Goal</p> <ul style="list-style-type: none"> • Monitoring student progress for understanding (identify, recognize and define)
3/04/2020	12:35	1:05	<ul style="list-style-type: none"> • Reduced the pace of lessons. • Upcoming lessons (shape and form) • Engagement strategies is working • Challenging higher level students with additional assignments • Classroom critiques with accountable talk and collaboration <p>Goal</p> <ul style="list-style-type: none"> • Classroom critique – Closure strategies • Self- Reflection from critique
3/31/2020	1:00	2:10	<ul style="list-style-type: none"> • Virtual Teaching • Canvas Adding Students • Student Rosters • Mass Messaging
4/14/2020	1:45	2:30	<ul style="list-style-type: none"> • Virtual School Tracking • Canvas Mass Messages for missed assignments • Options for Canvas <p>Goal</p> <ul style="list-style-type: none"> • More student submissions 75%
4/22/2020	1:00	2:00	<ul style="list-style-type: none"> • Student Engagement • Grading • Motivation <p>Goal</p> <ul style="list-style-type: none"> • More student submissions 75%
4/29/2020	1:00	2:15	<ul style="list-style-type: none"> • Student outreach • Parent Communication • Increasing student submissions <p>Goal</p> <ul style="list-style-type: none"> • More student submissions 75%
5/6/2020	1:00	2:00	<ul style="list-style-type: none"> • Update on Mentor Program

			<ul style="list-style-type: none"> • Student Engagement • Parent Outreach • Teacher’s Appreciation <p>Goal</p> <ul style="list-style-type: none"> • More student submissions 75% • Curriculum Outline • Materials list for next year
5/14/2020	1:00	2:00	<ul style="list-style-type: none"> • Student Engagement • Parent Outreach • End-of-year prep/de-installing classroom • Distribution of Student portfolios/artwork <p>Goal</p> <ul style="list-style-type: none"> • More student submissions 75% • Curriculum Outline
5/19/2020	1:00	2:00	<ul style="list-style-type: none"> • Student Engagement • Parent Outreach • End-of-year prep/de-installing classroom • Volunteer dates for distribution of Student portfolios/artwork • Curriculum 2020-21 <p>Goal</p> <ul style="list-style-type: none"> • More student submissions 75% • Reminders for students to complete assignments • Curriculum Outline

10.4 hours total

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_____/ 5-26-2020

Mentor’s Signature/Date

_____/ 5-26-2020

New Teacher’s Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: I don't feel as if I have any needs that cannot be fulfilled by my director.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Treasure Coast Technical College

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/30/20	3-4 pm	ACP Meeting in Teams with Terri Beckham
4/7/20	11-11:15	Mentor meeting with Latonya to discuss ACP progression and any concerns
4/9/20	2:12-2:21	Assistance with documenting time online learning

_____1.5_____ Total hours spent mentoring new teacher

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[REDACTED] 5/25/2020
Mentor's Signature/Date

[REDACTED] 5/25/2020
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 3rd Quarter
ALICIA BURT - 2019-2020

New Teacher's Needs:

Growth - Reading

Qtr. 3 Focus – student achievement using data

Challenges – Organizing data

Support Needed from Mentor – Direct instruction on what needs to be completed before the supposed completion date.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School IRA

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/30/20	12:47-12:57 10 min.	Discuss mutual student for MTSS meeting.
2/5/20	4:35-4:51 16 min.	Conference with MM mom.
2/6/20	5:50-6:06 16 min.	Phone conference with JK mom.
2/6/20	6:10-6:30 20 min.	Conference with AM mom.

2/13/20	4:00-4:05 5 min.	Phone conference with KW mom.
2/13/20	4:42-5:58 71 min.	Conference with SR mom.

2 hours, 18 minutes = Total hours spent mentoring new teacher

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 5/29/20
 Mentor's Signature/Date

 5/29/20
 New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Continue with customizing small group instruction

New Teacher/Employee ID #: [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: Rosewood Magnet

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/15/20	2:50pm – 3:10pm	Phone call: Communication with students/parents
5/6/20	2:36pm – 2:53pm	Phone call: PMP

_____1_____ Total hours spent mentoring new teacher

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_____ [REDACTED] 5/22/20 _____

_____ [REDACTED] 5/22/20 _____



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

I-Ready help, navigating canvas, supporting students

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School *Citrus Elementary School*

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
<i>4/6/19</i>	<i>1:15 - 1:30</i>	<i>Helping Navigate and understand I-Ready</i>
<i>4/13/19</i>	<i>11:00 - 11:30</i>	<i>Assigning I-Ready lessons to students</i>
<i>4/15/19</i>	<i>2:00 - 2:30</i>	<i>Mentor/Mentee meeting with Mrs. Bekkham</i>
<i>4/15/19</i>	<i>3:30 - 4:15</i>	<i>STAR Meeting</i>
<i>4/20/19</i>	<i>10:12 - 10:30</i>	<i>Help navigating through canvas</i>
<i>4/27/20</i>	<i>2:15 - 2:45</i>	<i>Guidance with supporting needs</i>
<i>5/4/20</i>	<i>10:05 - 10:25</i>	<i>Assistance in checking students I-Ready scores</i>
<i>5/18/20</i>	<i>12:30 - 1:00</i>	<i>Discussing needs and going back in the classroom</i>
<i>5/13/20</i>	<i>3:30 - 4:00</i>	<i>STAR Meeting</i>
<i>5-18-20</i>	<i>8:30 - 9:30</i>	<i>Worked through how to approach a parent about retention.</i>

_____ Total hours spent mentoring new teacher

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() _____

Mentor's Signature/Date

() _____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

84020003-19
(109)

84020003-20
(020)

New Teacher's Needs:

New Teacher/Employee ID #

Mentor Teacher/Employee ID #

School

Rosewood

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
8/7/19	2:45-3:30	School year goals
8/8/19	2:00-2:40	discussion of orientation presentation
8/9/19	11-12	1st day of school plans/activities/positive environment
8/22/19	1:50-2:35	strengths/weaknesses we had so far with teaching class/family
9/11/19	8:00-8:30	lesson planning, small group reading
10/4/19	1:50-2:30	conference plans (checklist, student progress)
10/15/19	3:20-3:45	1st nine weeks report cards (standards, comments)
11/4/19	1:50-2:35	November STEAM day plans
11/13/19	3:20-4:00	writing rubric / session examples
1/9/20	8:00-8:15	IReady Diagnostic procedures - revisited after diagnostic talked about results
1/24/20	8:00-8:30	January STEAM day planning (literacy plans)

6 hrs 40 min Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors can earn up to 10 in-service points per semester.)

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

This is this teacher's 5th year and has integrated well. She does not need much help, other than some guidance here and there, and to complete her requirements for professional certification.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School ____ VBHS/FLC_____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6	3-4	Discussed curriculum and certification
1/27	3-4	Certification and time management
2/7	3-4	Certification, referrals, student documentation
2/12	5-7	Parent conferences
2/27	3-4	Certification
3/13	3-4	School closure
3/25	2-3:30	Online teaching and Canvas Teams
5/20	3:30-5	Distance learning, Grades

__10__ Total hours spent mentoring new teacher

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[REDACTED] 5/26/2020

Mentor's Signature/Date

[REDACTED] 5/25/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter.

My area of growth is still classroom management and time management. As well as keeping students engaged.

- What are some challenges, if any, you are currently facing in the digital classroom?

Biggest challenge in the classroom is time management and keeping students engaged. Biggest challenge is getting students to respond and engage during virtual learning.

- What type of professional development/support would be beneficial to you right now?

All the training I can get with technology and virtual learning and how to best engage with students virtually.

- What support would be helpful from your school-based mentor?

I would love to see how my mentor has been working with their students on virtual learning. By being an observer in her canvas course.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Storm Grove Middle School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/8/2020	2:00-2:30	Weekly grade level meeting discussed methods for teaching ratios and common misconceptions
1/15/2020	2:00-2:30	Discussed real world project idea for ratios, rates, and unit rate. Discussed iReady data for Spring iReady Diagnostic.

1/22/2020	2:00-2:30	discussed setting up ratio tables to solve proportions because intensive students were saying it was taught differently in our class
1/29/2020	2:00-2:30	Review Unify data on ratios unit and most missed questions and how we could have taught it differently to yield more positive results
2/5/2020	2:00-2:30	Weekly grade level meeting discussed methods for teaching integers, what needs to be taught and common misconceptions
2/12/2020	2:00-2:30	Went over troubles of integers and ordering fractions and decimals on a number line when students do not have a great foundation in number sense with fractions and decimals.
2/19/2020	2:00-2:30	Talked about evaluation lesson plan, evaluation, and reflected ideas for coordinate planes.
2/26/2020	2:00-2:30	Discussed data for unit test on integers what needs to be taught for statistics, biggest student struggles and misconceptions
3/4/2020	2:00-2:30	Discussed student engagement on statistics unit and the best way to incorporate their interests
3/11/2020	2:00-2:30	Talked about tips for certain students in both gen ed. Math and intensive math as well as continued struggles with all students on statistical data and displaying data. Ideas could be making sure the graphs have axis pre-labeled as well as numbered. Again, a big struggle is students not knowing facts or having basic number sense.

3/31/2020	2:00-2:30	Teams chat on lessons to cover for the rest of the year and planning for two weeks best way to cover remaining curriculum virtually
4/8/2020	11:30-11:50	Teams chat Following math department meeting discussed what we are seeing in virtual learning. That students are not following directions explicitly. (Watching videos before trying assignments)
4/15/2020	Email Conversation	Regarding how virtual teaching is going and communication ideas for contacting parents
4/22/2020	11:30 to 11:50	Teams chat Following math department meeting discussed 6 th iReady data since starting virtual and student engagement with 6 th grade geometry standards
4/28/2020	Email Conversation	Trying to find out if certain students (who have her for intensive math) were completing assignments
5/6/2020	Email conversation	Mental health check-in during virtual learning

5/8/2020	Email Conversation	What to do about non-responsive or barely responsive students and grades. Asked about paper-based packet students. Looking into paper-based further
5/14/2020	Email conversation	<u>Exciting news.</u> Moving from ESE co-teach to Gen. Ed math teacher confirmed Moving from 6 th grade math to 7 th grade math a possibility depending on final number Excitement over block scheduling for 2020-2021 School And the fact that even though I will be on year 4 next year be prepared for lots of questions involving management of block schedule and best methods for new grade curriculum.

_____5.5_____ Total hours spent mentoring new teacher

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New Teacher's Signature/Date

—  _____ 5/18/2020 _____

Mentor's Signature/Date

—  _____ 5/18/2020 _____



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Growth Areas: Schedule prep time to plan/collaborate with classroom teachers

I would like to develop methods and techniques to organize and prepare materials for helping students. I should plan for the needs of each student by using materials in the classroom and material I develop and organize. Managing IEP data collection for all students that is organized and deliberate.

Digital Challenges: The challenge of collecting reliable data for math, reading and comprehension goals for all ESE students. Using online methods to tutor and collect data.

Beneficial PD: (1) Learning methods to tutor students when they can't figure it out, and no one is available to help them. (2) Create attention grabbing lessons students can relate to.

Support from Mentor: Support from Mentor: Mentor was always available to answer questions and strategize how best for us to connect with students in the classroom, and online when students are home. Dealing with various distractions. Mentor demonstrated a need for keeping a positive attitude during stressful teaching circumstances and being flexible with all methods of teaching.

New Teacher/Employee ID _____

Mentor Teacher/Employee ID _____

School: Pelican Island Elementary

Dates	Start/End Times	Detailed explanation of support including action steps, when applicable
January	3.5 hrs	
1/7	3:45-4:15	Decide how best to proceed with Mentoring and the schedule we had. Decided to meet directly after the last class of the day

1/8	3:45-4:15	Worked on developing lessons to use during our Math class. Established how I would teach a lesson and help the students in my small group.
1/9	3:45-4:15	Collaborated on methods I could use to develop my teacher voice for whole group instruction.
1/16	3:45-4:15	Collaborated on developing a paperwork schedule to complete paperwork in a timely manner.
1/17	3:45-4:15	Set up a schedule on my phone for entering meetings and times so I wouldn't have an issue with being late or missing meetings.
1/18	3:45-4:15	Coordinated different textbooks I needed to teach the 8 different classes with different grade levels and different subjects.
1/23	3:45-4:15	Organized a daily schedule in an effort to establish a schedule that worked to go to each teacher classroom and work with the small groups.
1/30	3:45-4:15	Came up with ways to use some of the technology apps available to us by the District.
February	2.5 hrs	
2/5	3:45-4:15	Shared ideas about developing incentives for students to display better behaviors.
2/7	3:45-4:15	Planned various rewards that would help students to work harder during class.
2/13	3:45-4:15	Went over latest lesson plans and prepared new arrangements for groups.
2/21	3:45-4:15	Worked on how to get all students to participate in classroom activities.
2/27	3:45-4:15	Completed and shared all grades and Data for small group in 4 th Gr. Math
March	3 hrs	
3/5	3:45-4:15	Expressed frustration at being unable to impress Admin with anything I did.
3/6	3:45-4:15	Encouraged me to maintain a positive attitude and work toward goals.
3/10	3:45-4:15	Established new methods of classroom management.
3/11	3:45-4:15	Prepared examples of problems that we could use to get students on the right track for our next Math Unit.
3/12	3:45-4:15	Looked at methods we could use to maintain space between students in the classroom.
-3/30	8:30-9:15	After a 2 week break, we started teaching online using Canvas Conferences for students and Teams for teacher conferences.
April	4.5 hrs	
- 4/2	8:30-9:15	Set up methods we could use to encourage students to complete lessons on iReady in Reading and Math.
- 4/7	8:30-9:15	Planned how to develop online instruction that would encourage all students, including both Reg. Ed. and Sp. Ed.

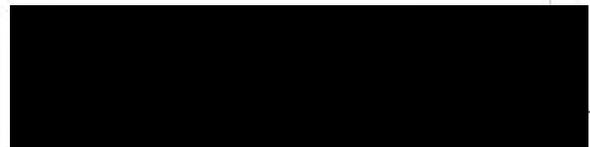
- 4/9	8:30-9:15	Established time management schedule for planning and delivering lessons and tutoring for Sp. Ed. students
- 4/14	8:30-9:15	Developed methods of rewarding students for completion of online iReady and AR.
- 4/16	8:30-9:15	Discussed methods and platform decisions to be made that I could use in all grade levels to better encourage completion of lessons.
- 4/20	8:30-9:15	Scheduled times with parents/students for Video Conferencing with them.
- 4/23	8:30-9:15	Used Video Conferences to encourage and tutor students then we discussed how they could be improved to best help the students learn at home.
- 4/27	8:30-9:15	Contacted parents to find out how things were going with the online learning. After contact with parents we planned out how to get the students to take online learning and activities seriously.
- 4/30	8:30-9:15	Discussed what we thought could be reasons students didn't complete lessons.
May	3 hrs	
- 5/5	8:30-9:15	Discussed time management when completing required paperwork for school.
- 5/8	8:30-9:15	Some students rushed through their Reading Diagnostic. We planned out rewards that could be used to encourage students to go slower on Math.
- 5/11	8:30-9:15	Shared ideas for technology instruction methods that could be used in the Fall in both online learning and traditional classroom lessons.
- 5/14	8:30-9:15	Video Conferenced with students and implemented some of our planned rewards for completion of iReady and AR.
- 5/18	8:30-9:15	Video Conference w/parents&students for working hard during the school year.
- 5/21	8:30-9:15	Discussed Mentor/Mentee process we used & how we both benefited from it.

16.5 hours Total hours spent mentoring new teacher

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Mentor's Signature/Date



New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

- Formative assessments (use to determine small-group instruction)
- Growth Mindset (school-wide)
- Vocabulary
- Technology – Virtual Learning (Canvas, McGraw Hill, Think Central)
- Parent Communication

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Fellsmere Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/16/2020	1 hour	<ul style="list-style-type: none"> • Formative Assessments – cont. support from beginning of the year; reflecting on what works/ didn't work form the first semester • Mentor & New Teacher helped each other by creating new formative assessments for the team
2/14/2020	30 min (twice)	<ul style="list-style-type: none"> • Vocabulary – morphology continuation from first semester – reflection • Vocabulary – component added for the team – visual story
2/25/2020	45 min	<ul style="list-style-type: none"> • Accountable talk using Wonders weekly fluency passage • Mentor/ New teacher met during planning period to discuss opportunities to implement accountable talk
3/30/2020	1 hour Continued weekly	<ul style="list-style-type: none"> • Virtual learning – New technology (Canvas, Think Central, MyOn) • Mentor & New Teacher worked together to learn how to use Canvas for virtual learning; we created modules and courses while planning • Mentor taught new teacher how to assign lessons using Think Central and McGraw Hill
3/30/2020	As needed	<ul style="list-style-type: none"> • Started the week of 3/30/2020 • Mentor assisted in parent communication – created communication log (switched to virtual log for the school), contact info • How to answer certain parent concerns/questions throughout virtual learning

6.75 + daily on-going planning: Total hours spent mentoring new teacher

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 5/29/2020

Mentor's Signature/Date

 5/29/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED] _____

School Vero Beach High School FLC

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/06/20	12-12:45pm	Talking with mentor about new semester overview and new classroom strategies.
01/15/20	10:50-11:15am	Discussed with mentor the strategy I used and did not work with all my classes. Talked about new strategy to try.
01/22/20	10:50-11:15am	Helped with beacon courses
01/29/20	10:50-11:15am	Talked about ACP classes, GK test and test strategies
02/05/20	10:50-11:15am	Helped with a problem with a student and parent
02/12/20	10:50-11:15am	Staff meeting
02/19/20	10:50-11:15am	FSA and coming up testing and how will that affect our schedules.
02/26/20	10:50-11:15am	Tutoring me for the GK Math test
03/04/20	10:50-11:15am	Going over math strategies
03/11/20	10:50-11:00am	Weekly check in

03/18/20	12pm	Working on new online strategies
03/31	10:50-11:15am	Distance learning planning
04/02	12-12:30	ACP and distance learning update
04/10	10-10:15	Questions about grading
04/16	10:50-11:15am	Working together on grading with compassion and grace
04/22	10:50-11:15am	ACP update and GK test
04/30	10:50-11:15am	Talked about end of the year stuff
05/06	2-2:25pm	Update on grading scales
05/15	1-1:15	
05/21	10:30	General check in

_____8_____ Total hours spent mentoring new teacher

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_____ 05/22/20_____

Mentor's Signature/Date
Signature/Date

_____ 05/22/20_

New Teacher's



SDIRC' s STAR Program Mentor Log

2019-2020

New Teacher' s Needs:

- Differentiate material for students that have IEP/504/ELL - Marzano #9
- Checking for understanding - Marzano #33

New Teacher: ████████████████████

Mentor Teacher: ████████████████████

Date	Time	Detailed explanation of support including action steps, when applicable
1/6/20	8:30-9:30	Re-Established classroom rules and procedures; reviewed Syllabus. Marzano #4, 5, & 6
1/14/20	9:45-10:30	Lesson planning for CH 09 - The Federalist Era Marzano #1-49
1/21/20	9:45-10:30	Lesson planning for CH 09 - The Federalist Era Marzano #1-49
1/28/20	9:45-10:30	Planning for CH 09 review and test. Marzano # 13, 14, 15, 25
2/4/20	9:45-10:30	Lesson planning for CH 10 -The Jefferson Era Marzano#1-49
2/11/20	9:45-10:30	Planning for CH 10 review and test. Marzano # 13, 14, 15
2/18/20	9:45-10:30	Lesson planning for CH 11 - Growth & Expansion. Marzano #1-49
2/25/20	9:45-10:30	Planning for CH 11 review and test. Marzano # 13, 14, 15, 25
3/3/20	9:45-10:30	Lesson planning for CH 12 - The Jackson Era. Marzano #1-49
3/10/20	9:45-10:30	Planning for CH 12 review and test. Marzano # 13, 14, 15, 25
3/17/20	9:30-10:30	Lesson planning for CH 13 - Manifest Destiny. Marzano #1-49. Planning for CH 13 review and test. Marzano # 13, 14, 15, 25
3/30/20	9:30-10:30	How to go forward with virtual learning

3/31/20	9:30- 10:30	Lesson planning for CH 14 - The North and South. Marzano #1-49. Planning for CH 14 review and test. Marzano # 13, 14, 15, 25
4/7/20	9:30- 10:30	Lesson planning for CH 15 - Spirit of Reform. Marzano #1-49. Planning for CH 15 review and test. Marzano # 13, 14, 15, 25
4/14/20	9:30- 10:30	Lesson planning for CH 16 - Toward Civil War. Marzano #1-49. Planning for CH 16 review and test. Marzano # 13, 14, 15, 25
4/21/20	9:30- 10:30	Lesson planning for CH 17 - The Civil War. Marzano #1-49. Planning for CH 17 review and test. Marzano # 13, 14, 15, 25
4/28/20	9:30- 10:30	Lesson planning for CH 18 - The Reconstruction Era. Marzano #1-49. Planning for CH 18 review and test. Marzano # 13, 14, 15, 25
Total	14.75 Hours	

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Mentor's Signature/Date
Signature/Date

New Teacher's

██████████ 4/28/20

██████████ 4/28/20



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
 Student accountability during small group centers
 Creating standards-based centers to meet rigor

 Making it through online/virtual learning!

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Dodgertown Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
02/13/20	4:00-5:30	Worked on creating centers based on upcoming standards for the remainder of February
02/14/20	4:00-4:30	PD Decompress and chat
2/18/20	4:00-4:30	Preparations for Random Act of Kindness Week: Time to chat about student's behavior, progress monitoring, testing, and other related topics.
02/28/20	4:00-5:00	Center Check in: Discussing how the centers we created earlier in the month worked. Created a checklist for accountability of future centers: Discuss how we will monitor the student engagement and success rate from the student driven centers
03/02/20	7:30-8:00	Setting up accountability checklist and implementing centers for the weeks leading up to Spring Break.
03/12/20	7:30-8:00	Discuss/Plan lessons for instruction rounds coming up next week: Discussed standards being taught/materials being used/what is needed/etc.
03/13/20	4:00-5:00	Gathering materials for upcoming week/making anchor charts over measurement and data for MD.2.3 upcoming standards
04/12/20	3:00-4:00	Phone conversation: Completed lesson plans for the following week: iReady Lessons to assign/myOn project plans/Science plans
04/19/20	3:00-4:00	Phone conversation: Completed lesson plans for the following week: iReady Lessons to assign/myOn project plans/Social Studies plans

04/26/20	3:00-4:00	Phone conversation: Completed lesson plans for the following week: iReady Lessons to assign/myOn project plans/Science plans
05/03/20	6:00-9:00	In Person: Finished lesson plans for the remainder of the virtual school year at Schofield's home
05/18/20	1:00-2:00	Debriefing after faculty meeting: Next steps to complete paperwork/finish out the school year

12.5 Total hours spent mentoring new teacher

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██████████

05/18/20

Mentor's Signature/Date

██████████

05/18/20

New Teacher's Signature/Date

***Electronic signatures & Completed by Mentor**



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- ~HOW TO TRANSITION INTO ONLINE/DISTANCE LEARNING
- ~HOW DO WE DO THIS
- ~WHAT DOES THIS MEAN FOR RESOURCE?
- ~HOW DO WE SUPPORT OUR KIDDOS?

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: CITRUS ELEMENTARY

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3.30.2020	9:00-9:30	TALKED ABOUT HOW WE BOTH ARE GOING TO DO THIS
3.31.2020	9:00-9:30	BOUNCED IDEAS OFF EACH OTHER
4.3.2020	10:00-11:00	DISCUSSED DIFFERENT CASES AND STRENGTHS AND WEAKENS OF EACH ONE
4.13.2020	10:00-10:30	CHECKED IN WITH ONE ANOTHER TO SEE HOW IT WAS GOING
4.21.2020	10:30-11:00	TALKED ABOUT IEP'S OVER CONFERENCE CALLS
4.27.2020	1:00-2:00	TALKED ABOUT PLACEMENT FOR SPECIFIC KIDS FOR NEXT YEAR, JUST IDEAS

5.8.2020	12:00-12:30	TALKED ABOUT HER EXCITING MOVE TO KINDERGARTEN!!

4.5 Total hours spent mentoring new teacher

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██████████ 5/11/2020

Mentor's Signature/Date

██████████ 5/11/20

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs: WHAT SHE (AMBER) HAS BEEN WORKING ON:

- How to implement the content and standards with rigor -

New Teacher

Citrus Elem. 8450003-20
 (027)

Mentor Teacher

Date	Time	Detailed explanation of support including action steps, when applicable
1/23	3:30-4	SPACE OF PLANS FOR NEXT FORMAL
1/28/20	3:30-4	GRADE LEVEL ISSUES - REGARDING BALANCE OF TIME WITH READING / MATH
1/30	3:30-4	CONTINUED WITH PREVIOUS CONVERSATION AND CASE LOGS
2/7/20	3:30-4	PREPARING FOR HER FORMAL
2/11/20	3:30-4	PRE CONFERENCE PAPER WORK
2/12/20	3:30-4	" "
2/13/20	3:30-4	POST CONFERENCE REVIEW AND DISCUSSION
2/21/20	3:30-4	VARIETY OF TOPICS REGARDING TEACHING OTHER GRADES

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4 Hours

Mentor's Signature/Date 3/3/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
 Navigating UNIFY
 Navigating FOCUS
 Navigating CANVAS
 Navigating iReady
 Classroom Management
 Scaffolding and keeping expectations high for the benefit of all students.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED] [REDACTED]

School _____ Storm Grove Middle School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/27/20	2:45-3:30	Navigating the UNIFY program. Practice-call or email as needed to master program.
2/25/20	3:00-3:30	Navigating the FOCUS program. Practice-call or email as needed to master program.
3/17/20	3:00-3:30	Navigating the CANVAS program. Practice-call or email as needed to master program. Meeting by phone.
4/21/20	3:00-3:45	Navigating the IReady program. Practice-call or email as needed to master program. Meeting by phone
5/18/20	3:00-4:00	End of year recap; data review and virtual learning pros/vs/cons Meeting by phone.

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___3.75___ Total hours spent mentoring new teacher

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[Redacted Signature]

[Redacted Signature]

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Lesson planning over distance learning

Wrapping up the school year – closing out records/classroom

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Rosewood Magnet School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/20	3:45-4:15	Stanford Harmony – how to implement and plan for 1 lesson each week
1/27/20	3:45-4:15	Review of iReady diagnostic date – how to use to inform instruction
2/11/20	3:45-4:45	Lesson planning/RTI strategies – using goals and standards
2/27/20	3:45- 4:30	STAR Meeting
3/3/20	7:45-8:15	Steam Day planning and Africa unit pacing
3/29/20	6:00-7:00	How to use TEAMS – virtual learning
4/6/20	8:00-9:00	Lesson planning for virtual learning – exploring MyOn Reader- log in information
4/20/20	2:00-3:00	Using Shadow Puppet EDU to record read alouds
4/23/20	3:30-4:30	STAR Meeting
4/28/20	2:00-3:00	Virtual Lesson Planning – editing YouTube category for student laptops
5/6/20	3:00-4:00	iReady Diagnostics – advice for parents on administering at home
5/13/20	3:00-3:30	Promotion review – documentation and how to fill out the form
5/15/20	3:30-4:30	Star Meeting
5/20/20	11:00-11:30	Wording for report card comments

11 Total hours spent mentoring new teacher

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(... up to 10 in-service points per semester.)

[Redacted] 5/20/20

Mentor's Signature/Date

[Redacted]

New Teacher's Signature/Date

5/20/20



SDIRC's STAR/ACP Program Mentor Log

2019-2020

Page 1 of 2

New Teacher's Needs:

Completing her certification; Starting the ACP at SDIRC; Orientation at current assigned school on policies and procedures, and planning standards-based lessons

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Gifford Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/09/20	8:00-8:45	Review Curriculum Map for 2 nd Semester Curriculum
01/14/20	8:00-8:45	Design Standards-based Lessons for 2 nd Semester Curriculum
01/16/20	8:00-8:45	Design Standards-based Lessons for 2 nd Semester Curriculum
01/21/20	8:00-8:30	Talked about the Certification Process and ACP at SDIRC
01/23/20	8:00-8:30	ELA Certification Requirements/Test Prep Programs
01/28/20	8:00-8:45	Review of FSA Informative Writing Rubric and planned standards-based lessons
01/30/20	8:00-8:45	Review of FSA Informative Writing Rubric and planned standards-based lessons
02/04/20	8:00-3:00	Discussion while Scoring Informative Essays using the FSA Rubric for Informative Writing
02/06/20	8:00-8:45	Strategies for Increasing Student Engagement
02/11/20	8:00-8:30	Parent/ Teacher Conference Protocol/Planning for Conferences
02/13/20	8:00-8:30	Strategies for responding to difficult students and parents

See page 2 Total hours spent mentoring new teacher

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

[REDACTED] 4/20/2020

Mentor's Signature/Date

[REDACTED] 04/20/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

Page 2 of 2

New Teacher's Needs:

Completing her certification; Starting the ACP at SDIRC; Orientation at current assigned school on policies and procedures, and planning standards-based lessons

New Teacher/Employee ID # [redacted] / [redacted]

Mentor Teacher/Employee ID # [redacted] / [redacted]

School Gifford Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
02/25/20	8:00-8:45	Review of FSA Argumentative Rubric and planned standards-based lessons
02/27/20	8:00-8:45	Review of FSA Argumentative Rubric and planned standards-based lessons
03/03/20	8:00-8:45	Preparing for Schoolwide Writing: Argumentative Essay
03/10/20	8:00-3:00	Discussion while Scoring Argumentative Essays using the FSA Argumentative Rubric
03/12/20	8:00-8:45	Discussion while Scoring Argumentative Essays using the FSA Argumentative Rubric
03/13/20	3:00-3:30	STAR Meeting for Mentor/Mentee
04/17/20	2:00-3:00	Planning for IPP digital learning; Discussion of status on certification and future plans
4/20/20	2:00-3:00	Discussion of April STAR PowerPoint on Cues, Questions, and Graphic Organizers

18.5 Total hours spent mentoring new teacher

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[redacted] 4/20/2020

Mentor's Signature/Date

[redacted] / 04/20/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

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(025)

New Teacher's Needs:

New Teacher/Employee ID #



Mentor Teacher/Employee ID #



School Sebastian River Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/14/20	01:02-01:53	I met with Mrs. Farmer and discussed the students' needs in her class. We discussed the students' performance and what we can do as a team to better facilitate them and help them succeed in the general education setting.
02/28/20	01:02-01:53	Mrs. Farmer and I met to discuss unit three assessment and to analyze the data. Based on the data we had analyzed, we have discovered a similar pattern among most of the students as most of whom missed the same question. Thus, we discussed the result with the students and asked them why they think they missed the questions. They overwhelmingly answered that they did not understand the question. Therefore, we have determined that it was a result of a lack of vocabulary comprehension.
02/4/20	01:02-01:53	I met with Mrs. Farmer, and we discussed the best procedures to assist ESE students and general education students. She explained that as the general education teachers delivering whole class instruction, I need to circulate the classroom to ensure that the students are following directions; they are on task, and they understand the lesson being taught.
02/17/20	01:02-01:53	I met with Mrs. Farmer and discussed students' engagement and what I can do as a support facilitator to get the students involved. She explained that



		when the students are working independently or in small groups, it would help the general education teachers by asking the students questions such as "what are you working on? What is the learning target for today? If the students answer those questions, it implies that they understand the lesson.

4 Total hours spent mentoring new teacher

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(Mentor [redacted] points per [redacted])

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

Continuing my growth in the area of modeling for students. Whether that is teacher lead modeling or using student work as examples.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School **Citrus ES**

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/17	8am-8:40	Met to go over ideas for science day and check-in.
2/20	8am-8:40	Discussed plans for science day and how I will implement modeling and examples.
3/30	1pm-2:00	Met via teams to go over 5 th grade planning, ideas for graduation, and to check-in.

 3 Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

_____ **5/28**

Mentor's Signature/Date

_____ **5/28**

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: Thank you for letting me have a mentor. Although I am an experienced teacher, who personally trained several new teachers in my career and has also been linked to the Université Laval Training Program as a Resource Professional, I struggled this year.

All this background, was not enough for me to adjust easily to my new Florida teaching reality. I strongly believe that all foreign teachers should participate to this mentor program. I would also suggest renaming it "New Florida Teachers...Mentor Program" so that someone experienced like me, doesn't feel like this program is only for beginners, while the fact to the matter is that someone HAS TO explain to you how the Florida school system works.

Here are/were my basic needs and struggles for this current year:

1: Lack of knowledge about the Florida teaching structure. I had never heard about any of the tests (all acronyms...). I did not know about progress reports. I did not even know that the year was divided into 4 quarters.

2. Lack of knowledge regarding the different softwares used in the Indian River District: again, the whole Classlink package was new to me. Canvas, Focus...many students expected me to know...

3. Lack of knowledge about the school culture and the students themselves: again, my experience tricked me. I naturally expected the students here to be like the ones I had always worked with in Canada. Totally different. Not better, nor worse, but quite different. Our Canadian students are taught organizational methods and team work (coop teaching) methods from a very young age. They all have "tuteurs" who meet them every other week and go over their daily planner with them, to make sure no assignment/test is forgotten. I was quite depressed when I saw so many students not handing homework, that I wanted them to use for a class coop teaching lesson. I was also disappointed to see my team (coop) based activities crash because too many students would not team-up with this/that student.

4. Lack of knowledge on “HOW TO TEACH FRENCH”: surprisingly enough, the fact that I speak and write French as a first language did not instantly make me an experienced French teacher. I always taught “English as a second language” in Canada. Therefore, as much as I got easily certified to teach French here, I was not familiar at first with the curriculum. Additionally, everything being easy to me, I found it hard to identify the areas where the students would struggle. I still believe that I should always speak French in the classroom, but I cannot do it, I too much pressure from the students. I hope I can do better next year.

This reflection is a good starting point for a good chat with my Mentor. So far, my Mentor has been very helpful. Eric has always been available to answer my technical questions and calm me down, when I would not understand the reality I was in, and simply wanted to pack my things and go home. I appreciate

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School VBHS _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
03/12/20	14h30 to 15h30	As if Mr. Mosblech could feel what was coming-up, he showed me how to send batch messages to parents/students. WOW! He also gave me grading tips, and taught me how to prepare fine COMMON BOARDS. I was lucky this year, since my predecessor, Mrs. Potter, had them ready for me to use. However, as I move on to building and using more of my own material, I need to be able to come-up with my own boards. Thank you
Online teaching	Weeks 1/3	It is hard to be specific in terms of time and date. At least once or twice a week, I communicated with Eric through conference calls or emails. We went over so many different things that I don't know where to start. We

		talked a lot about what type of lesson/material to post online. How to grade with respect and compassion. Mr. Mosblech was a beacon for me through these first weeks of such a different teaching experience. I appreciated.
5/4/20		<p>Due to our Coronavirus reality, Mr. Mosblech and I met online. We went over all the challenges that I brough-up in the introduction of this document.</p> <p>Eric answered my questions and gave me additional details, mainly regarding the technical aspect of our local softwares. We spent a good hour on that</p>
5/15/20		<p>Again through mails/chats, Mr. Mosblech provided me with grading guidelines, adapted to our online teaching reality, mainly aiming toward compassion. Just like everyone else, I had never experienced any such thing, and I was disagreeing with some recommendations, but he kindly helped me change my mind and use more compassion when grading online work</p>
5/19/20		<p>Online meeting again. As we are pretty much done with the current school year, we focused mainly on the challenges for the next one. The French department will be using new teaching materials next year. Mr. Mosblech had already given copies of the new teacher's guides for years 1/2/3... We agreed that I should use the free time that we are getting now to familiarize myself with these books, and also its online teaching content. We know that we will probably be using these online resources more and more because of our new teaching reality. Might as well be prepared.</p>
Conclusion	5/20/19	<p>As I mentioned previously, I feel like I understand the US/Florida/VBHS system a lot better now, which allows me now to fully focus on my teaching material. Remember, as much as I do speak French, I still have to get more familiar with the French as a 2nd language curriculum, the specific notions to teach, what may be more challenging for the learners, and how to make it easier and more interesting for them.</p> <p>Additionally, I am from the classic "Communicative/Cooperative Teaching" approach. I must admit that I am a little worried with the new teaching environment for this fall. Seems like team work may become a thing of the past. How can we teach/learn a language without talking to each other??? I guess that things will look more like these online individual language courses... We will see.</p> <p>I will keep reaching out to Mr. Mosblech when I have questions and needs. I appreciate his help and availability and hope that he can keep helping me next year</p>

At least 12 Total hours spent mentoring new teacher

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 5/20/20

Mentor's Signature/Date



New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Prior to virtual learning needs of the teacher were desk/seating arrangement in order to promote discussion between teacher and students. Also, adjusting formative assessments to drive instruction for remediation.

Navigating virtual learning, how to maintain classroom management and routine from a home computer. Also, how to create motivation around learning from home and inspiring task completion.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Fellsmere Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/31/2020	9:00-10:00 am	Mentor worked with teacher on created standards-based learning for the first week of virtual learning. Used curriculum such as Wonders and Myon reader to assign student on level reading.
4/3/2020	9:00-10:00am	Mentor worked teacher to create standards-based questions around the Wonders stories of the week
4/7/2020	9:00-11:00am	Mentor worked with teacher and fifth grader teacher to navigate the application Canvas for students. Mentor helped teacher attach wonders questions, quizzes, and activities for students to stay engaged in.
4/14/2020	9:00-10:00am	Mentor followed up with teacher to go over grades and questions around the wonders quiz. How to follow up with the formulative taken.
4/21/2020	9:00-10:00am	Teacher and mentor attended Teams meeting together to discuss the standards to assign for the following week, and the stories that would match

		up with them. Mentor also helped with decided what could be graded in order to understand who achieved mastery.
4/28/2020	9:00-10:00am	Mentor brought up the application MyOn this week wondering if the grade level team could assign standard based learning more on that instead based on student's familiarity. Teacher and mentor worked together to assign the stories and then see if student engagement increased.
5/5/2020	9:00-11:00am	Mentor and teacher met to discuss how engagement was going and problem solve from there. Teacher decided to continue working with MyOn as students were interested and working hard.
5/12/2020	9:00-10:00am	Mentor and teacher met on teams to discuss overall engagement of students and brainstormed interventions.
1/6-2/6	8:45-9:30am (3 hours total)	Mentor and teacher met once a week during school to work on ELA lesson plan and standardized instruction for the week.
2/6-3/6	8:45-9:30am (3 hours total)	Mentor and teacher met once a week during school to work on ELA lesson plan and standardized instruction for the following week.

16 Total hours spent mentoring new teacher

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██████████ 5/27/2020

Mentor's Signature/Date

██████████ 5/25/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Scaffolding of lesson, Lesson Plan records, and Time Management

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School: Alternative Center for Education

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/27/20	10-11am	Learned how to do a class degree audit for graduating student.
5/4/20	930-10am	Old Lesson Plan, broken down for ESOL project
5/9/20	930-945am	Final review of Lesson Plan

1.45 Total hours spent mentoring new teacher

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(Mentor's signature counts as 10 in-service points per semester.)

[Redacted Signature] 5/27/20
Mentor's Signature/Date

[Redacted Signature] 5/25/20
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

None

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED]

School _____ Vero Beach High School (FLC) _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
12/13		Email to see how things were going before Mid Terms
1/13		Email to welcome back from break and see if anything help was needed
2/27	2:15-3pm	Tour of room 419, see how class procedures are going and offer advice on classroom set up.
4/6		Email to check in during Covid
5/19		Email to check in during Covid and offer help with grading deadline

_____2_____ Total hours spent mentoring new teacher

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[REDACTED]

Mentor's Signature/Date

[REDACTED]

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

Support with navigating curriculum and assigning lessons. Support with teaching methods, introducing new content, and implementing Kaegen strategies. Emotional support with dealing with student/parent issues.

My mentor is in the same grade level as me, and teaches math and science like me. So, much of our time together was spent during our biweekly planning meetings.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Vero Beach Elementary School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
2/11/20	11:50-12:25	Initial meeting. Gave over all advice. Offered help with anything I need. Supported me by giving me the curriculum I needed to teach for the whole week (power points, and worksheets, manipulatives, and supplies)
2/13/20	11:50-12:25	Explained One Drive and showed me how to access and upload files.
2/18/20	11:50-12:25	Met with team to discuss upcoming assignments. Mentor showed me how to access iReady info, and Discovery Ed and how to implement them into my teaching.
2/20/20	11:50-12:25	Mentor showed and helped me scan in answer sheets for unit. She also helped me print out my scantron sheets, and how to access and print them in the future.
2/25/20	9:05-10:30	Mentor and I started collaboratively teaching math together, so that I could learn some new teaching methods. I would bring my class into hers and I would observe her teach the entire group, as I helped with behavior and classroom

		management. We will do this several times a week, for a few weeks, until I feel more comfortable with new teaching strategies.
2/27/20	11:50-12:25	Met with team to discuss our part in our grades PBL. Mentor explained what a PBL was to me and supported me throughout the implementation of it by working with me to create the projects we were going to do for math and science portions of the PBL.
3/5/20	11:50-12:25	Mentor helped me with anchor charts and allowed me to replicate hers.
3/10/20	11:50-12:25	Mentor gave me all the supplies that I needed to teach on the new Science unit, and we collaborated on the best way to have the students use the supplies.
3/30/20	All day	Mentor offered support the entire week before online digital learning began. She walked me through using Teams on the phone, and then by utilizing Teams, she helped me set up my Canvas account, shared power points and lessons with me, and helped me learn how to assign those lessons online.
4/2/20	10:30-11:30	<u>Each week we meet, via Teams, on Tuesdays and Thursdays.</u> Mentor offered support on how to find the grades in Canvas, and how to publish lessons. I shared my screen with her on Teams and she walked me through the process, step-by-step.
4/7/20	10:30-11:30	Mentor supported me by allowing me to, again, share my screen via Teams, and walked me through process of checking progress on Fast Math of my students.
4/9/20	10:30-11:30	Discussed possible reasons why our students were not getting their Science assignments complete. We shared ideas and came up with a plan to motivate students.
4/14/20	10:30-11:30	Mentor recorded herself teaching a math lesson and then shared the video with me to use for my students.
4/21/20	10:30-11:30	Mentor shared her screen on Teams and walked me through how to turn off domains in iReady so that I could better differentiate for my students. She also helped me learn how to access and use the Teacher Toolbox in iReady. She showed me how to access the premade power points in the toolbox and then gave advice on what parts to use and what parts to change, and how to make those changes.
4/28/20	12:00-1:00	Mentor and I met in Teams, where I was able to share my screen with her. She helped to download a power point in iReady and then worked with me to edit it to fit our lesson. She showed me how to put audio and video into my power point and gave me feedback on what I had come up with.
4/30/20	10:30-11:30	TEAMS meeting with 3 rd grade math and science team. Mentor discussed upcoming important dates and gave me more feedback on the lesson I created for next week.

5/5/20	10:30-12:00	TEAMS meeting with 3 rd grade math/science team. Mentor helped me gain a better understanding of the upcoming diagnostic testing, by explaining all the details of what is expected of students, as well as what the results of these test are used for.
5/7/20	10:30-12:00	TEAMS meeting with 3 rd grade math/science team. Mentor and collaborated on the best time to send out report cards, pack up classroom, hand out goodie bags to our students. She answered questions that I had about EOY procedures, and gave me tips and advice.
5/12/20	10:30-11:30	TEAMS meeting with 3 rd grade math/science team. Discussed possible times to work on packing up rooms. Mentor offered to help me with SIFS and CUMS and any EOY things I was confused about.
5/19/20	10:30-11:30	TEAMS meeting with 3 rd grade math/science team. We discussed diagnostic test that kids are currently taking. Mentor advised me on when should call parents of students who were not taking the test, and what to say. Mentor also discussed possible ideas with me on what we will provide students over the summer, as far as curriculum goes. Mentor explained some of the items on the EOY checklist I was still confused about.

___24.5___ Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

[Redacted Signature]

28/26

[Redacted Signature]

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

IEP questions
Help filling out new forms.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School: Dodgertown Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
2/19/20	8:15-9:15	ESE meeting
3/17/20	8:15-9:15	ESE meeting
3/30/20	1-2	ESE Meeting
4/7/20	3-4	ESE Meeting
4/14/20	3-4	ESE Meeting
4/21/20	3-4	ESE Meeting
4/22/20	12:30-1:30	Help with Temporary COVID service form
4/27/20	11-1	Help with IEP Goals before meeting
5/5/20	3-4	ESE Meeting
5/15/20	10-12	Help filling out Intervention Form
5/26/20	3-4	ESE meeting

_____13_____ Total hours spent mentoring new teacher

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_____ 5/22/20 _____ 5/22/20 _____

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Ongoing support during Covid-19. Assistance utilizing new mediums.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ A.C.E. _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/08/20	2:15-2:45	Discussed strategies for behavior interventions for non-compliant students. Alternative steps to take for student engagement.
01/14/20	2:15-2:45	Re-education on entering final grades. I made a mistake entering final exam grades. I had to learn how to learn the procedure for entering them and re-enter them for my Aces class.
01/21/20	2:15-2:45	Discussed ESE students present levels of performance and decided on goals and objectives.
01/28/20	2:15-2:45	Teaching strategies for conducting math lessons and scheduled a time to plan for me to teach a lesson in math class.
02/04/20	6:45 – 7:00	Discussed upcoming conference nights schedule and teacher responsibilities. Also discussed needs for resources, ie computer access. Mentor working to solve problem.
02/06/20	2:00 – 2:20	Posted progress report grades.
02/11/20	2:15 – 2 :45	Having issues getting desktop computer connected for use and writing IEP. MacIntosh will get in touch with support person
02/18/20	8:40–9:20	Planning for Ferguson to teach math lesson to second period math class
02/25/20	8:40-9:20	Collaborative planning for math lessons and follow up on whether the tech person had connected my computer to the internet.

04/13/20	9:30	Meeting with Terri and Bob for update and check-in on my progress and how we will meet during distance learning.
04/20/20	1:00-1:20	How to navigate and facilitate grading during Covid-19 distance learning.
04/27/20	1:00-1:20	How to work with and reach ESE students and reaching out to students in general
04/30/20	1:00-1:20	Effectiveness of Edgenuity and Canvas. Bob offered support and suggestions regarding usage and strategies for both mediums

_____4hr 40min_____ Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

Whitney is in her third year of teaching. Her needs are someone to plan with and problem solve when needed.

New Teacher [REDACTED]

Mentor Teacher [REDACTED]

Date	Time	Detailed explanation of support including action steps, when applicable
1/8/20	3:30-4:00 pm	We were planning our curriculum over the phone since we didn't have time to wrap up at school.
1/16/20	10:27-11:13 am	Collaborative planning with team.
1/21/20	10:45-11:00am	Classroom management discussion.
2/12/20	7:30-7:51	Planning curriculum over phone; didn't have enough time during planning.
2/20/20	10:27-11:13 am	Collaborative planning with team.
2/25/20	10:27-11:30 am	Planned assessment project aligned with standards for the unit.
3/2/20	10:27-11:13am	Reflection on the project the student turned in. We decided it went well (where they advertise something) and would like to do it again next year.
3/27/20	11:00-12:00	Discussed online lessons and how we cannot believe the United States shut down on 3/13. We did not see that coming!
4/7/20	8:00-9:00	We had to revamp our online digital teaching techniques.
4/16/20	1:00-2:00	Going stir crazy. The only thing that is keeping us fairly sane is each other and the student's work.

4/21/20	5:00-6:00	Whitney showed me google voice for computer. It helped reach students that I had been unable to get ahold of before.
5/7/20	3:00-4:00	Talked about student work and how overall students have adapted well to the new way of learning.

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9 total hours

██████████ 5/26/20

Mentor's Signature/Date

██████████ 5/26/20

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

Quarter 3 & 4

New Teacher's Needs:

1. What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter.
2. What are some challenges, if any, you are currently facing in the digital classroom?
3. What type of professional development/support would be beneficial to you right now?
4. What support would be helpful from your school-based mentor?

1. I will continue reflecting on and changing my instructional approaches and assignments based on student comprehension. As we are working from home and implementing the Instructional Provision Plan it has been very difficult on everyone and teaching from home is no exception. For my kids to be successful, I need to make sure I am providing multiple types of practice and presentation to make sure I not only hit the different learning styles but also capture and keep their attention.
2. Effectively communicating with my parents is my biggest issue right now. Each family has a unique diversity that seems to be directly or indirectly affecting their academic participation. While I do have my success stories, many parents are difficult to reach or satiate us with what they think we want to hear. It is very frustrating to hear a parent say they understand the value of education but not hold their child accountable to said educational expectations. I am learning how to approach these situations in a nonconfrontational and professional manner. A personal challenge I am facing is that I am constantly thinking of my students. I miss their individual personalities and I know for some of them home is not a home. No one expected this year to unfold the way it did, and I certainly didn't expect my first year to go this way. I'm sad that I can't hold a proper ceremony for my first group of kids (and for some of them this is their second year with me). Each of the kids taught me something and I want to give them a proper rite of passage. However, as we say in the class, we gotta roll with the punches.
3. I would love to learn new ways to reach the kids at home and encourage/excite them with the content online – many students are bored of the sites we use despite us changing them up! Many kids also are appearing very unmotivated during live online lessons and I would like to know if there were any tips or tricks to increase participation.
4. How to be more like her – my mentor is amazing! Mrs. Clement is always there for me no matter the question, circumstance, or crazy story I must share. She is inciteful and helps me center myself and regain composure when my emotions get the best of me.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID [REDACTED]

School CITRUS ELEMENTARY SCHOOL

Date	Time	Detailed explanation of support including action steps, when applicable
1/6/2020	8:09 am – 8:14 am	Discussed how to reinforce rules and procedures following student return. Multiple sources of data that can be used during conferences include I-Ready, FastMath, RTI, and Unit tests. Discussed utilizing PD day to collaborate with team to plan appropriately.
1/9/2020	7:27 am - 7:35 am	Teacher can use accountable talk for homework to allow students to collaborate before reviewing assignments. Teacher will make sure to move from group to group and allow students to explain their choice and <i>why</i> .
1/14/2020	3:40 - 3:50 pm	IReady diagnostic data can be used across the curriculum even though reading has only been tested so far. Teacher discussed how she will use iReady reading data, including identifying students who would benefit from enrichment or who may have deficits due to language/reading deficits.
1/16/2020	7:30 – 7:40 am	Discussed approaching homework assignments in a more creative manner by examining Marzano 16. Different approaches could be to make the assignments more creating than using worksheets or include assignments that encourage parental involvement like conversation pieces.
1/21/2020	3:30 – 3:40 pm	IReady diagnostic 2 is underway – data can be used to monitor growth and was particularly helpful with helping determine who has low stamina. These identified students can benefit from practice with stamina. Tracking growth also helps better understand students’ deficits in areas such as algebraic thinking or geometry. Teacher will be conferencing with students using reports at the end of testing.
1/28/2020	7:15 – 7:30 am	Discussed Equitable Classroom Practices – teacher will focus this week on using proximity to ensure student success by placing students that require more structure closer to teacher. Grouping will also be changed to put more accountable on students by using larger group sizes to ensure cooperative learning and accountable talk.
1/30/2020	7:15 – 7:30 am	Results from classroom adjustment reflect positively on student accountability and cooperative learning. Students are engaging in more thorough discussions and have more points of view to experience in both math and science.
2/4/2020	7:15 – 7:30 am	Discussed strategies to ensure immediate feedback to students with work using “check yourself” folder. This way students can grade their own work and receive immediate feedback on their assignments. At a later point, teacher goes back and looks through submitted work and writes specific feedback tailored to each students’ performance.

2/6/2020	7:15 – 7:30 am	Identified an area that teacher will specifically track for a month – this will be making data-driven decisions for the remainder of the year for “crunch time”. Teacher will utilize electronic data collected from iReady as well as pencil paper tests to identify any learning gaps and spiral review in conjunction with the 5th grade curriculum.
2/14/2020	2:00 – 2:15 pm	Teacher reviewed assignment from this week and identified a common mistake that students are making, specifically with word problems. This will be clarified and retaught in the coming week to reinforce proper strategies along with the next part of the lesson.
2/21/2020	8:10 – 8:15 am	Students this week showed comprehension with multiplying decimals but are having difficulty with subtracting decimals, specifically with regrouping. This information will drive small group instruction as teacher spirals back to reinforce proper strategy usage.
2/26/2020	2:00 – 2:15 pm	After reteaching subtracting decimals, most students were able to clarify misconceptions about the proper process. The problem identified with subtracting decimals was students were not regrouping properly and were not paying attention to the numbers that were “dropped” when you work back to the column that originally required the regrouping. Students that have difficulties will continue to receive reteaching of lesson and practice in small group amongst other standards for upcoming unit test.
3/5/2020	7:50 – 8:00 am	Based off students’ performance on recent Unit math test, I feel more confident that the strategies I am putting in place to track data and reteach as necessary are more effective. By using my assignments and other resources, I was able to collect data that reflected knowledge gaps and was able to intervene and provide the information required to be successful on the standards, especially in my bottom quartile group.
3/12/2020	7:30 – 7:45 am	Discussed recent concerns over Coronavirus and how I can facilitate their emotional and educational needs. Teacher discussed how while there are concerns out of our control, their education still is in their control. Teacher also tells that the next standard is one they may already be comfortable in with volume. Teacher discussed creating a game with volume to distract them and have them practice their standards effectively.
4/7/2020	12:00 – 12:15 pm	Teacher adjusting to new learning approach well – 35/35 students are working on their online platforms and responding to either phone calls, emails, or text messages. Discussed how teacher will be monitoring iReady – students who pass assigned lessons are to continue their individual learning paths; students who do not pass the lesson will be reassigned and sent supportive materials through Canvas/Focus to increase understanding. Teacher emailing out at the

		end of the week students who are working successfully on iReady to encourage other students.
4/14/2020	11:45-12:15 pm	Student home lives are becoming more apparent as well as the troubles they run into while working from home. This includes not only academic barriers but also include lifestyles, cultures, and competency issues. Teacher has been working with students closely to assist them with their new format of technology by using various forms of communication including educational platforms, texting, and phone calls.
4/21/2020	12:30 – 1:30	Discussed how teacher will approach the end of year and how at-home learning has been going. The students are beginning to understand how important face-to-face interaction is when it comes to instruction and how much socializing means to them. The longer we are away from the classroom the more they feel the desire to return to their “normal”. This has caused some resistance this week and I have had to contact some parents multiple times in order to initiate a conversation or a response. My mentor urged me to continue to push because eventually we will get through.
4/28/2020	1 – 1:30	Still adjusting to learning at home – for some reason this week was very stressful and lacked response from the families. I think about the kids that I haven’t heard from and are showing no participation and it is concerning. I need to remember that I can care until I am blue in the face, but I can only do so much. I need to accept that I can’t be there for the kids the way I want to be right now, but that doesn’t mean I should become discouraged. My mentor talked about how emotions are all over the place for everyone because of the crisis and reminded me that I am not alone in these feelings. She encouraged me remember I can only do my best, and to continue with the end goal in mind. Discussed how we were going to celebrate the 5 th graders and are both excited to return to campus next week.
5/7/2020	12:15 – 1:00	Discussed and answered quarter 4 reflection questions (see above).
5/19/2020	12 – 12:30 pm	Discussed continuous issues with communication while sharing diagnostic data – some students appear to have gotten assistance based on their results, while others showed a decrease in performance. Possible explanations include having parental assistance or using additional resources found online or rushing through the assignment. Plan of action is to contact homes and share data, and adjust placement believed to be more appropriate for their ability level. Discussed methods of sharing success with students – reaching non-English speaking homes will be done through Canvas messenger to share results with family.

TOTAL TIME: 5 hours	
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(Mentors can earn up to 10 in-service points per semester.)



Mentor's Signature/Date
Signature/Date



New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Strengths – Meeting Students “where they are” & having patience.

Growth – Escalation Prevention Strategies

Challenges – Justifying why students w/ accommodations might get grade curves (students socially discuss grades with each other)

Support – Check-ins; peer feedback

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Gifford Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/2020	2:50-3:20	MET REGARDING PLANS FOR SEMESTER 2
1/15/2020	2:50-3:20	MET REGARDING STRATEGIES LEARNED AT MUSIC EDUCATORS CONFERENCE
1/28/2020	2:50-3:20	MET AFTERSCHOOL TO REVIEW HOW MONTH OF JANUARY WENT
2/4/2020	10:50-11:05	MET REGARDING UPCOMING MONTH'S MEETINGS
3/11/2020	2:50-3:20	MET TO DISCUSS RATINGS BAND RECEIVED AT ASSESSMENT AND HOW GAINS WERE MADE FROM PREVIOUS SCHOOL YEAR FOR BAND PROGRAM
5/18/2020	2:00-2:30	MET VIRTUALLY TO DISCUSS END OF YEAR AND REFLECT ON SEMESTER
5/22/2020	2:00-2:30	END OF YEAR CELEBRATING SUCCESS VIRTUALLY

3.25 Total hours spent mentoring new teacher

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[REDACTED] 5/28/2020

Mentor's Signature/Date

[REDACTED] 5/28/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Using Canvas in normal classroom setting. How can we utilize the program in regular classroom makeup?

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Rosewood Magnet School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/23	3:30-4:15	non linguistic representation
2/27	3:30-4:15	comparing similarities and differences
3/19	3:30-4:15	cancelled due to school closing
5/15	3:30-4:15	final meeting/reflection

_____ 2 hours 15min _____ Total hours spent mentoring new teacher

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[REDACTED] 5/25/20

Mentor's Signature/Date

[REDACTED] 5/25/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
 Organization of materials/student work/Classroom

 Making it through online/virtual learning!

New Teacher/Employee ID # [REDACTED]/

Mentor Teacher/Employee ID # [REDACTED]

School Dodgertown Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/30/20	7:30-8:00	Conference materials/gather what we needed/organizing by student with folders/filling out what could be done prior to conference
01/31/20	7:30-8:00	Finished up conference paperwork/chatted about students behavior and progress
02/07/20	7:30-8:00	Conference check in and chat-what went well, what could be changed for the next one, questions about parent request and next steps for specific student progress
02/12/20	7:30-8:00	Organized classroom/rearranged to make more available for students to take responsibility for their classroom materials
2/14/20	4:00-4:30	PD Decompress and chat
2/18/20	4:00-4:30	Preparations for Random Act of Kindness Week: Time to chat about student's behavior, progress monitoring, testing, and other related topics.
2/20/20	4:00-4:30	Created a plan for a specific student to have a classroom job in another room to start the day as a behavior plan
02/27/20	7:30-8:00	Checked in on our last meeting regarding the success of our plan and discussed next steps for the student. Decided to keep plan in place as seeing results in behavior!
03/03/20	7:30-8:00	Checking in: Discussed plans for the month of march, what would our goals be to get to before spring break. Decided to use the same checklist as Mrs. DeBenedet to monitor student progress in centers to check for accountability

03/12/20	4:00-4:30	Discussed how the checklist was going, made some adjustments to better fit needs/style of teaching
04/20/20	12:00-1:00	Phone Conversation: Brainstorm ways to get students involved in online learning: Came up with shout outs each week so students could work towards hearing/seeing their names for something positive
04/24/20	9:00-11:00	FaceTime: Completing end of year paperwork together over the phone: Pink & Blue, Promotion Review, Intent to Return, etc. Schofield walked Guincho through each form and did a few together
04/26/20	5:00-5:30	Phone Call/over to texting: Problem Solving session: How to set up a schedule to best work with team and students: Worked on creating a schedule for "team business hours" each week.
05/12/20	4:00-5:00	Phone Conversation: Worked on Report cards together: linking standards, assigning grades for quarter 4, comments, etc.
05/22/20	5:00-6:00	Phone conversation: End of Year Check in-Any questions/comments/concerns for the final week of online learning

10 Total hours spent mentoring new teacher

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05/22/20

5/26/20

Mentor's Signature/Date

New Teacher's Signature/Date

***Electronic signatures & Completed by Mentor**



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Observer for ACP coursework, Support in Online Learning

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: IRA_

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/16	9:00-9:45	Plan as a team for upcoming theme Black History Month: Created essential question, discussed differentiation between the arts and how we will present.
1/30	2:50-3:15	Discussed observation of student engagement and talked through ideas to increase student involvement in task.
2/13	9-9:45	Collaborate on artwork and student work to put up on boards in hallways.
3/12	9-9:45	Thinking of ideas for end of the year talked about fun things to do since students are testing: looked at testing schedule together.
4/8	2-2:30	Collaborate what we are going to do for social/emotional piece for our scholars.
4/21	2-3	Talked through celebrations and barriers with online learning. Discussed situations with music next year and next steps (emotional support)
4/28	2-3	Teams chat for emotional support
5/5	2:00-2:30	Teams chat for emotional support
5/15	2-2:30	Teams chat discussed celebrations and barriers with online learning. Discussed ways to incorporate technology into the coming school year. EOY responsibilities

___6.5___ Total hours spent mentoring new teacher

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Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____SGMS_____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/30/20	10-11 am	Discussion on technology implementation of student engagement.
4/6/20	10-11 am	Introducing multiple learning/ Engagement avenues through virtual learning
4/13/20	10-11 am	Implementing lessons encouraging accountability and self-motivation.
4/20/20	10-11 am	Discussing parent involvement and communication
4/27/20	10-11 am	Incorporating State standards into virtual lessons
5/4/20	10-11 am	Evaluating students to master standards through virtual learning
5/18/20	10-11 am	Understanding self-evaluation and how to incorporate into existing lessons

_____7_____ Total hours spent mentoring new teacher

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_____ 5/22/2020 _____

Mentor's Signature/Date

_____ 5/22/2020 _____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: field trip process and asking SAC for funding

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Oslo Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/9/20	8:50-9:37	Help with SAC funding request for Coding Club Field Trip
1/16/20	8:50-9:37	Discussed the Clinical Educator Training that she went to earlier in the week. We discussed her pacing of the moon phases. Discussed how to submit a PO Request.
1/27/20	8:50-9:37	Discussed PO Request and Status of Field Trip for Coding Club
2/17/20	8:50-9:37	Discussed Lesson Plan for Field Trip and PO bus request
3/9/20	8:50-9:37	Checking in about Field Trip PO and guidelines for PolyTechnic Field Trip
3/30/20	Email	Distance Learning Checkin
4/9/20	Email	Updates from Leadership Meeting Clarification
5/4/20	Email	Checking in with Distance Learning/ Answering Non Responsive Questions
5/18/20	Email	Checking in end of school procedures, final grades, and distance learning

4 Total hours spent mentoring new teacher

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[REDACTED] 5/25/20
Mentor's Signature/Date

[REDACTED] 5/25/20
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

My only need for the year is to complete my Professional Ed and Marketing testing for certification purpose. My mentor was very active in ensuring all my needs were met throughout the year.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Oslo Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
Jan 15 th	10:30AM – 11AM	Discussed ICT Testing and helped me find instruction on how to reserve a lab for testing purposes.
Jan 22 nd	10:30AM – 11AM	Discussed ICT Testing also discussed Teacher Certification progress
Jan 29 th	10:30AM – 11AM	Discussed ICT District Testing & Teacher Certification progress
Feb 12 th	10:30AM – 11AM	Mrs. White checked with me to ensure that I was receiving the necessary help and support needed for the week.
March 5 th	10:30AM – 11AM	Helped calm me during the second round of testing. There was an issue where other teachers had not reserved the labs per Mrs. White's request. She allowed me to stay with her in library for the day first half of the day, deescalating my stressor for the day.
April 6 th	9:30AM – 10AM	Spoke with Terri and Sherry regarding support for my certification. They both also checked to see how I was doing with my virtual class and ACP coursework.
April 7 th	10:15AM-10:35AM	Meet via TEAMS with Mrs. White. She was following up from the prior day to see if there was anything more that I would need during "Distance Learning Opportunity"
April 22 nd	9:30AM-10AM	Meet via Teams to discuss my progress in my ACP Coursework. Sherry was informed regarding what test/assignments I have left to complete. We

		also discussed the remainder of certification testing to complete for State Certification.
May 13th	9:15AM-9:35AM	Mrs. White updated me with information regarding new policy and updates regarding testing and certification.
May 16th	2:00PM – 2:30PM	Mrs. White contacted me to encourage me before my GK-Reading Test, with her encouragement and positive mindset I was able to pass the GK.
May 28th	9:30AM-10AM	Final check in to ensure that I did not have any questions going into the summer. She also let me know I could contact her at any point should I need her help.

3Hr 30Min Total hours spent mentoring new teacher

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Mentor's Signature/Date
Signature/Date



New Teacher's



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

- Planning and teaching effective lessons on informational texts
- Incorporating vocabulary and using context clues within lessons
- Effective classroom management

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School Storm Grove Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/10	2:45-3:15	Reviewed classroom procedures/expectations and made adjustments where needed
1/23	2:45-3:15	Planned strategies to use while teaching informational texts and how to incorporate vocab
2/3	2:45-3:15	Reviewed i-Ready data to plan groupings and where students are struggling
2/26	2:45-3:15	Went over how classroom procedures/expectations adjustments were working
3/6	2:45-3:15	Reviewed student assessments to check effectiveness of informational text and vocab strategies
3/30	12-12:30	Met through Microsoft Teams to discuss how to best teach during distance learning
4/6	12-12:30	Met through Microsoft Teams to discuss types of lessons and assignments to use for distance learning
4/30	12-12:30	Met through Microsoft Teams to discuss to review successfulness of students during distance learning
5/4	12-12:30	Met through Microsoft Teams to discuss how to end distance learning successfully, grading for the 4 th quarter, and reaching out to students to turn in missing work
5/11	12-12:30	Met through Microsoft Teams to discuss iReady data results
5/18	12-12:30	Met through Microsoft Teams to discuss the school year overall: what went well and what can be improved upon

5.5 Total hours spent mentoring new teacher

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 Mentor's Signature/Date

 New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

In the classroom, keeping up with the pacing guide was a challenge for me. Transitioning from 2nd to 3rd grade, I initially felt very overwhelmed due to the pressure that is put on testing, such as FSA and Unify. I felt it was difficult to build deep connections and provide our students with meaningful information because of the little time students had to master each standard.

In the digital classroom, a challenge I'm currently facing is the implementation of technological resources (I am not tech savvy). As we continue our distance learning, I am learning how to navigate through these platforms, and practicing creating fun and engaging lessons for my students to access.

With the help of my mentor/team, I am becoming more knowledgeable each and every day!

New Teacher/Employee ID #: [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: Glendale Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/21/20	11:30-12:00	Discussed survey questions and responses. I received advise from my mentor regarding some challenges I was facing in the classroom.
4/2/20	9:00-10:00	Sent form to fill out after completing PD independently. Answered any questions I had regarding the form & who to submit it to.
4/3/20	4:00-5:00	Shared a template to enter teacher assigned grades outside of Focus to help monitor student progress.
4/8/20	9:00-11:00	Assisted with technology. Shared a narrated government PPT/worksheet to attach to Canvas Studio so that students can answer questions. Communicated some challenges/solutions.
4/9/20	9:30-10:30	Shared science plans with team, helpful resources to use for science lessons, and

		how to get free at-home access to BrainPopJr.
4/13/20	12:00-1:00	Shared a weekly list of assignments for students/parents and iReady certificates to keep students on track and motivated.
4/14/20	1:00-3:00	Shared information about a helpful resource (PuppetEd) that would benefit one of my students. Explained what it was and how to use it.
4/23/20	8:30-9:30	Shared an awesome resource (interventioncentral.org) to create my own passages and upload to Canvas. Includes grade level and word count.
4/27/20	10:30-11:30	Mental health check. Jessica assured me that she is here to help. Gave me helpful tips on how to feel less overwhelmed (prioritize lessons, take brain breaks, etc.).
4/27/20	1:00-2:00	Shared science lesson, as well as videos, how to save to science files and add more pieces for students to access and complete.
4/30/20	2:00-3:00	Shared government PPT and different ideas of what the students can do to show their understanding of each branch of the local government (ex: create tree map describing main tasks of each branch).
5/8/20	1:00-1:30	Called to share ideas about how to incorporate engaging, interactive lessons via Canvas (ex: virtual field trip)
5/19/20	9:30-10:00	Shared experiment kids can do at home from Kennedy Space Center
5/20/20	2:30-4:30	Mental health check. Jessica assured me that she is here to help. Talked about report cards and mentor log. Also gave me helpful tips/advice for talking to a parent about retention.

15.5 Total hours spent mentoring new teacher

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_____ 5/22/20_____

Mentor's Signature/Date

_____ 5/22/2020_____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2020-2021

New Teacher's Needs:

New Teacher Name and Employee ID # [REDACTED]

Mentor Teacher Name and Employee ID # [REDACTED]

School: Treasure Coast Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
Feb 25 th	1	Discussed specific student behavior and needs
Feb 26 th	.5	Talked about union
Feb 28 th	.5	Talked about am faculty meeting
Mar 2 nd	1	Discussed Dr. Seuss day plans
Mar 9 th	1	Talked about union
Mar 11 th	.5	Discussed plans for possible covid school closure
Mar 13 th	1	Discussed parents
May 18 th	1	Discussed needs for upcoming school year
May 22 nd	1	Discussed packing up classroom and procedures
May 28 th	1	Discussed cum folder day

8.5 Total hours spent mentoring new teacher

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____ [Redacted] 06/04/2020
Mentor's Signature/Date

[Redacted] 06/03/2020
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Help with organization of when to have started and finished IEP's within the 10-day window.
- Classroom management.
- Implementation of CD.

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED] _____

School: Indian River Academy _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/9	3:30-4PM	We referenced my calendar and planned which kids needed to have their IEP's done to be able to send the draft IEP's home 10 days prior to the meeting.
1/15	3:30-4PM	Follow up to see how the new calendar system was going, helped with specific IEP questions.
1/22	3:30-4PM	Brainstormed ideas to implement CD into my classroom and start new routines.
1/29	3:30-4PM	Classroom management, helping me find new routines for entering the classroom to have them feel more settled.
2/5	3:30-4PM	Follow up to see if the strategy put in place was working or if we needed to switch it up.
2/12	3:30-4PM	Weekly check-in. How things are going, any extra support I may have needed, wonderings.
2/19	3:30-4PM	Weekly check-in. How things are going, any extra support I may have needed, wonderings.
2/27	3:30-4PM	Weekly check-in. How things are going, any extra support I may have needed, wonderings.

3/4	3:30-4PM	Weekly check-in. How things are going, any extra support I may have needed, wonderings.
3/11	3:30-4PM	Weekly check-in. How things are going, any extra support I may have needed, wonderings.
	3:30-4PM	

5.5 Total hours spent mentoring new teacher

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██████████ 5/20/2020

██████████ 05/20/2020

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

None

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School Storm Grove Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/27/2020	1220 - 1250	Discussed classroom management ideas and strategies for calling parents.
2/18/2020	1210 - 1240	Discussed the technology that we learned about in department meeting and ways to implement in the science classroom
3/12/2020	1450 – 1530	Discussed the possibility of moving to online learning and ways to keep the information engaging and still follows the standards.
5/7/2020	1830 - 1930	Discussed pros and cons of teaching in a block schedule ; discussed strategies for teaching a block schedule

2 hours and 40 mins Total spent mentoring new teacher

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

_____ 5/20/2020

Mentor's Signature/Date

_____ 5/20/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Continued support in Instructional strategies, behavioral support, and the planning process.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Fellsmere Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/14/20	9:20-9:40	Training on how to respond to a Threat to Self Procedures
4/15/20	10:00-11:00	Canvas Math Planning
4/16/20	1:00-2:00	Canvas ELA Planning
1/7/20	2:15-3:00	ELA Collaborative Planning- Gave feedback when needed on how to improve instructional strategies.
1/8/20	2:15-3:00	Math Collaborative Planning- Gave feedback when needed on how to improve instructional strategies.
2/4/20	2:15-3:00	ELA Collaborative Planning- Gave feedback when needed on how to improve instructional strategies.
2/5/20	2:15-3:00	Math Collaborative Planning- Gave feedback when needed on how to improve instructional strategies.

3/10	2:15-3:00	ELA Collaborative Planning- Gave feedback when needed on how to improve instructional strategies.
3/11	2:15-3:00	Math Collaborative Planning- Gave feedback when needed on how to improve instructional strategies.
5/6/20	1:00-2:00	ELA Collaborative Planning- Gave feedback when needed on how to improve instructional strategies.
5/7/20	10:00-11:00	Math Collaborative Planning- Gave feedback when needed on how to improve instructional strategies.

9 Total hours spent mentoring new teacher

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_____ / 5/29/20 _____

Mentor's Signature/Date

_____ / 5/29/20 _____

New Teacher's Signature/Date



C's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: N/A - New teacher is in Leadership position
 Prior to COVID, we would meet and talk almost every afternoon

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School _Oslo Middle School_____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/17	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
3/24	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
3/31	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
4/7	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
4/14	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
4/21	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
4/28	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
5/5	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
5/12	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
5/19	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion
5/26	9am-10am	Weekly Electives Meetings – collaboration, lesson planning, discussion

____11____ Total hours spent mentoring new teacher

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[REDACTED]

[REDACTED]

Mentor's Signature/Date
 Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

Prior to distance learning:

- ✓ Weekly chats about upcoming expectations for teachers at the nest
- ✓ Informative chats about Marzano items for walk – throughs
- ✓ Discipline problem solving for those challenging kiddos

Once distance learning started

- ✓ I want to focus on improving communication and student engagement with the digital classroom as well as planning highly engaging lessons for the digital classroom.
- ✓ Engagement on canvas. Other than the masked singer, I have had very few students submit anything on canvas.
- ✓ Idea sharing for projects/activities that have been successful with other schools of a similar student population.
- ✓ Meetings to brainstorm ideas for engagement as well as brainstorming for the future Fine Arts academy.
- ✓

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED] _____

School Sebastian Elementary School

Prior to Distance Learning		
Date	Start/End Times	Detailed explanation of support including action steps, when applicable
Jan 8	8:00-9:00	Discussed her plans for the Martin Luther King Parade – issues with what the students will be riding on for the parade – limits number of students. Anxious about sending letter but hasn't received enough info to send out a letter.
Jan 15	8:00 – 8:20	Worked on last minute details about the upcoming parade. Basically, allowing mentee to vent her frustrations and fears. Always trying to give sage advice
Jan 22	8:00 – 8:20	Discussed success of the parade. Started brainstorming ideas for graduation bucket drumming performance. Shared logistics of graduation. Also discussed the upcoming Impact Review Walk Through

Feb 5	8:00 – 8:20	Discussed preparations for 5th grade field trip to the symphony. Also touched base with concerns over her needs for improving in student assessment checklists
Feb 12	8:00 – 8:20	Mentee needed to vent regarding team member and jump rope for heart. Struggling with having a team member that doesn't pull her weight and often tries to take advantage of the kindness of her teammates. Offered some advice.
Feb 19	8:00 – 8:20	Reviewed material from the previous day's turtle talk on accountable talk. Wonderings about what that looks like in the music room. Looked at some resources. Suggested she reach out to other music teachers to see what they are using to help with this.
Feb 26	8:00 – 8:20	Dr. Moor addressed the staff briefly – after meeting we discussed what his words/vision mean for our school. Mentee shared ideas for fine arts school.
Mar 4	8:00 – 8:20	Listened to plans for upcoming school fair. Sharing ideas about fine arts academy. I shared how it worked in the fine arts academy I worked with in Fort Myers. Encouraged her to reach out to the fine arts academy in fort pierce.
Mar 11	8:00 – 8:20	Brainstormed solutions to some recent behavioral issues with a couple of students and her concerns with them being returned to her room after they physically struck her.
3 hours and 40 minutes for time prior to distance learning		

After Distance Learning Began		
Date	Start/End Times	Detailed explanation of support including action steps, when applicable
Mar 23	2:00-3:00	Discussed what the situation with school closing. Wondered what would be happening. Discussed options. General anxiety over what this means for students and teachers
March 30	10:00 am-10:30	Phone call regarding mental health, physical health – hey how are you doing, what are your plans? Do you have enough tp? lol
April 7th	11:00 am – 11:30	Chatted with Kathryn about how she was doing with the new normal. Discussed what is expected of special areas after they finish helping during lap top distributions
April 15	2:00-2:40	We discussed the survey that will come through email later in the day. Discussed parent phone call frustrations. Discussed CANVAS classroom trials.
April 20	7:00 – 7:30 pm	Conversation about her idea for masked singer, helped with canvas creation of modules. Canvas polls, etc.

April 21	4:30-4:50	Discussed Masked Singer – sent her my video for her project. Offered help with any canvas issues
April 27	12:20-12:40	Happy Birthday wishes from Kathryn. Discussed how she was putting masked singer out to students. Discussed what to put out in DOJO. Discussed what she wanted for morning announcements. General how's it going. She has been feeling under the weather.
May 4	10:45-11:15	general catch up meeting. Talked about how canvas has been going. Discussed ideas to get kids to engage with distance learning. Shared ideas for fine arts academy.
May 13	3:40 – 4:00	Hey – how's it going meeting. She is stressing about end of year expectations as well as what is happening next year. Stressing about our school and fine arts academy. Buying a house for first time, so worrying about work and finances.
May 18	8:30 – 9:30 pm	Discussed her worries over expectations for coming year. Discussed known changes for school. General how's it going. Ideas for next year.
May 22	10:10-10:20	Discussed end of year. Discussed sharing and signing of mentor log. Mutual appreciation chat.
6 hours and 20 minutes for after distance learning		

Just wanted to add, we communicate, talk on the phone, discuss work while having an out of school adult beverage, in the car on the way to school events, and many random times throughout the regular school day. Those times are not recorded here. We just want you to understand that our mentor/mentee relationship goes way beyond the official log we completed.

10 Total hours spent mentoring new teacher

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 - May 22nd 2020

Mentor's Signature/Date

 - May 22nd, 2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

- Organization
- Best practices
- Ideas for distance learning

New Teacher/Employee ID # [redacted]

Mentor Teacher/Employee ID # [redacted]

School SES

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
2/27	2:00-2:30	observed small groups + teacher pacing/observation
3/12	8:10-8:40	Review of monitoring sheet from ^{mindset} Monday
3/30	12:00-1:30	Planning for virtual learning transition w/ walls
4/15	4pm-4:30	Transitioning, how to stay organized/when to reach out.
4/23	1-2pm	Strategies for virtual learning - walls
5/8	3-3:30	Books for professional growth
5/13	12-1	prep for next year - ^{How will you grow} organization tips

(5.5)

3.5 hrs w/ halls
2 hrs w/ Brickets

Total hours spent mentoring new teacher

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[redacted] 5/22/20
Mentor's Signature/Date

[redacted]
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Assistance with classroom management strategies
- Class supplies
- Effective Lesson Planning
- Helping students keep track of tasks
- How to submit grades/post quarter grades
- Navigating helping students with different financial backgrounds

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School __Storm Grove Middle__

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/23	10 AM-11AM	Helped review classroom mgmt tips, monitored me as I instructed students and how they responded to find ideas for improving my classroom mgmt.
1/27	3-3:30Pm	Reviewed more classroom mgmt tips as well as how teacher evaluations work.
2/10	7:30-7:50 Am	How to submit grades for progress reports and the quarter She got me protractors for my students.
2/15	3-3:30Pm	Went over effective lesson planning tips and reviewed more about how Evals work
2/20	3-3:30Pm	Reviewed how to apply for time off for Jury Duty
3/4	3-3:30Pm	Went over how to fill out the teacher evaluations form and discussed the lesson plan I would be teaching
3/30	10 Am	Discussed about online teaching and how to differentiate instruction
4/1	11Am	Discussed issue with grade book and how to fix the error
4/24	2 PM	Discussed student online attendance and who to contact to get my middle name switched to just an initial letter so it did not show my full name on Focus
4/30	11Am	Discussed temporary teaching certification process
5/14	8 AM	How end of the school year works in terms of contracts for the following year and what teachers have to turn in for the end of the year

___6___ Total hours spent mentoring new teacher

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_____ [redacted] 5/26/20 _____

Mentor's Signature/Date

_____ [redacted] 5/26/20 _____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

What area do you think you grew in during the 1st semester?

I have better understood how to get hold of teaching the ELA curriculum. I have not taught from Wonders in my past years.

What area would you like to focus on for quarter 3?

I would like to focus on my centers being more engaging for my students. Some work can often be too easy or students can get it done too quickly.

What are some challenges you are facing in your classroom now?

Behavior of a few high maintenance students.

What support would be helpful from me?

If there is another way or idea out there to help a student that is dealing with homelessness. I want to start a point sheet with her and see if that will work and if not I will take more ideas to help her so she will succeed in school.

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED]

School: Beachland Elementary _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/15/2019	45 minutes	Meeting on student behavior
10/18/2019	15 minutes	Support with student experiencing behavior problems
10/28/2019	15 minutes	Obtained schedule to make point sheet
10/29/2019	15 minutes	Obtaining data for a 504 student
2/10/2020	15 minutes	Support with needs questionnaire
2/19/2020	15 minutes	Support with behavior point sheet for student LM.
3/9/2020	15 minutes	Support with grades for an ESE student

__2 hours 15 minutes__ Total hours spent mentoring new teacher

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██████████ 4/28/2020__

Mentor's Signature/Date

██████████ 4/28/2020_____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

PD specific to subject area (Physical Education), PE equipment to create/apply new PE games/activities/strategies for school and online/home assignments, continued support/guidance with IB units.

New Teacher/Employee ID #: [REDACTED] [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED] [REDACTED]

School: Sebastian River Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
03/26/2019	2-4pm	Helped search for and create lesson/activities for online learning.
04/02/2020	2-4pm	Helped search for and create lesson/activities for online learning.
04/09/2020	2-4pm	Helped with uploading documents on Canvas/Focus (fitness log) for each class
04/16/2020	2-4pm	Helped revise locker list for girls' locker room (to store info for lockers next year.
04/23/2020	2-4pm	Helped with uploading documents on Canvas/Focus (fitness log) for each class
04/30/2020	2-4pm	Helped search for and create lesson/activities for online learning.
05/07/2020	2-4pm	Helped with upcoming FTCE Exam study prep. Helped looked for study guide material
05/14/2020	2-3pm	Helped prepare for upcoming FTCE Physical Education exam.
05/21/2020	2=3pm	Helped look for new PE games/activities for the 2020-21 school year.

16 Total hours spent mentoring new teacher

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[Redacted Signature/Date]

Mentor's Signature/Date

_____[Redacted Signature/Date]_____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

PD specific to subject area (Physical Education), PE equipment to create/apply new PE games/activities/strategies for school and online/home assignments, continued support/guidance with IB units.

New Teacher/Employee ID #: [REDACTED] _____

Mentor Teacher/Employee ID #: [REDACTED] [REDACTED]

School: Sebastian River Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
03/26/2019	2-4pm	Helped search for and create lesson/activities for online learning.
04/02/2020	2-4pm	Helped search for and create lesson/activities for online learning.
04/09/2020	2-4pm	Helped with uploading documents on Canvas/Focus (fitness log) for each class
04/16/2020	2-4pm	Helped revise locker list for girls' locker room (to store info for lockers next year.
04/23/2020	2-4pm	Helped with uploading documents on Canvas/Focus (fitness log) for each class
04/30/2020	2-4pm	Helped search for and create lesson/activities for online learning.
05/07/2020	2-4pm	Helped with upcoming FTCE Exam study prep. Helped looked for study guide material
05/14/2020	2-3pm	Helped prepare for upcoming FTCE Physical Education exam.
05/21/2020	2=3pm	Helped look for new PE games/activities for the 2020-21 school year.

16 Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: How to use analyze and use data for my students in multiple ways to achieve a more effective instructional way of teaching.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Sebastian River High

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1-14-20	2:20-2:40	Discussed the school new plans for security at school after fire drill
1-28	2:20-2:40	Denise gave me mathematical money materials to use with my students
2-11	2:20-2:40	Denise showed me how to scan papers through the copier
2-25	2:20-2:40	Denise show me a variety of assessment strategies to use with my ESE students
3-10	2:20-2:40	She showed me how she analyzes her student's data
4-16	1-2	We were both on Dr. Lord's virtual meeting "How do we grade virtually?" and both asking many questions.
1/26	1:30-2:15	PD-SGMS- STEAMinar-Bringing the Universe to your Classroom-Using NASA resources to teach the Nature of Science (Secondary Teachers)-(the math PD was cancelled)
4/30	10-10:20	Discussed how many students are doing work themselves
5/14	10-10:20	Scoring EOC's

Total hours spent mentoring new teacher: 4 hours and 5 minutes

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[REDACTED] 5/24/20

Mentor's Signature/Date

[REDACTED] 5/24/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: 2ND SEMESTER PAGE ONE!
REDIRECTION ADULTS, DEALING WITH DIFFICULT SITUATIONS

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School OSCEOLA MAGNET

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/30/20	1230-100	DISCUSSED AIDES AND HOW TO REDIRECT
2/5/20	1230-100	AIDES – PLAN A DEBRIEFING AFTER SCHOOL
2/12/20	1230-100	LESSONS PLANS – LESS INFORMATION –MORE GENERAL
2/24/20	1030-1100	MANAGING ASSISTANT BEHAVIOR
2/26/20	900-930	STOP TYPING LESSON PLANS AFTER WRITING THEM – REVIEWED PLANS
3/5/20	630-700	AIDES/SCHEDULING MEETINGS
3/9/20	330-400	REVIEW OF REACTIONS TO OTHER'S BEHAVIORS
3/11/20	1230-100	LUNCH TOGETHER! DISCUSSED DIVERSITY OF CLASS
4/7/20	830-900	PARENT NASTY GRAM! NOT PERSONAL!! MADE PLAN FOR EMAIL RESPONCE
4/8/20	830-900	REVIEW NEEDS DUE TO COVID 19
4/13/20	815-845	REVIEWED EACH STUDENT AND HOW TO WORK/SCHEDULE/GET HELP

CONTINUED ON NEXT PAGE!

___ 6 SO FAR ___ Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors receive 6 CEU credit points per semester.)

Mentor's Signature/Date

New Teacher's Signature/Date
5/22/20
Wendee Haddick
Rever



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: 2ND SEMESTER PAGE TWO!:
 REDIRECTION ADULTS, DEALING WITH DIFFICULT SITUATIONS

 FINDING NEW DIGITAL RESOURCES FOR KIDS
 FINDING NEW WAYS TO ENGAGE STUDENTS WHILE AT HOME

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School OSCEOLA MAGNET

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/17/20	800-830	NEW PARENT EMAIL RE IEP PREPARING STATEMENT!
4/20/20	815-845	ESE RVW OF KIDS AND WHO IS RESPONDING – WHAT OTHER METHODS TO DO
4/24/20	800-830	REVIEW OF LOG/REVIEW OF CERTIFICATION TESTS/COACHING ACADEMY!
4/27/20	815-830	REPORTED ON HOW ADULT MEETING WENT –GREAT! HAS DONE SURVEY
4/30/20	1000-1030	PARENT TXTNG CONCERNS – RELEASE OF INFO NEEDED- GREAT IEP!
5/7/20	2:15-2:45	POST REVIEW OF MEETING – ADULT INTERACTIONS-PARENT REQUESTS
5/14/20	2:30-3:30	REVIEWED CANVAS OPTIONS, NEW VOCABULARY GAME – KIDS LOVED!- SPOKE ABOUT ANSWER QUESTIONS WITHOUT GIVING REASONS (THEY CAN BE TAKEN/SEEN AS EXCUSES BY SOME PEOPLE)
5/21/20	5:00-5:45	POST MEETING DIS. ON REPORTING AND COMPLETING FORMS/USING INTERNET ACTIVITIES/WORKING ON CHANGES THAT WANT TO BE MADE FOR NEXT YEAR

___4.5 FOR THIS PAGE - TOTAL___10.5 HOURS___ Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentor's Signature/Date points per semester)

[Redacted Signature] 5/22/20

Mentor's Signature/Date

[Redacted Signature] virtually
5/22/20
reviewer

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: Further knowledge about procedures for tech support. Help with Report cards. Advice about Preschool expectations

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School VBE

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/24	8:30-9:30	Model special rotation and schedule. Code red exp
1/28	8:00-8:15	Tech support - get computer working
2/4	8:00-8:30	Teacher LEAD money explanation, order
2/28	2:30-2:45	CASA basketball planning
3/3	8:00-8:25	Preschool expectations
3/5	8:00-8:30	Report Card Procedures

3 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(M) [REDACTED]

Mentor's Signature/Date

[REDACTED] 5/21

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: Help with planning, pacing and material.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Storm Grove Middle School

Date	Start/ End Times	Detailed explanation of support including action steps, when applicable
1-22	2-3:30	Covered planning, pacing and material
1-29	2-3:30	Covered planning, pacing and material
2-5	2-3:30	Covered planning, pacing and material
2-12	2-3:30	Covered planning, pacing and material
2-19	2-3:30	Covered planning, pacing and material
2-26	2-3:30	Covered planning, pacing and material
3-4	2-3:30	Covered planning, pacing and material
3-11	2-3:30	Covered planning, pacing and material

_____12_____ Total hours spent mentoring new teacher

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[Redacted]

[Redacted] 5-14 _____

Mentor's Signature/Date

Teacher's Signature/Date

New



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Data, Classroom Management, I-ready and Canvas, Grading

New Teacher/Employee ID # ████████████████████

Mentor Teacher/Employee ID # ████████████████████

School Dodgertown Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/16	12-12:30	Covid Preparation over the phone. Taking it one day at a time.
4/6	1-2:00PM	I-ready and Canvas lessons via Phone.
4/13	12:30-1:00	Just checking in via Phone.
4/17	12-12:30	Optional Vs Mandatory trainings that were being offered
4/30	12-12:30	Grading for Quarter 4.
5/8	1-2:00	Just checking in. Grading and Lessons.
5/11	12:30-1:00	Grading and lesson on Canvas and i-ready. Promotion review and Pink and Blue sheets.
5/22	1:1:30	End of year wrap up!

5 Total hours spent mentoring new teacher

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██████████ 5/26/20

Mentor's Signature/Date

██████████ 5/26/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

- New Teacher's Needs:**
- * Project Lead the Way training
 - * Thinking Map training
 - * Kagan
 - * Canvas

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED] : Beachland Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3-11-20	4:00-5:00	Planning using double map and Rally coach
3-18-20	11-11:30	Canvas planning for distance learning-add assignments save and publish- add assignments for math in Think Central
3-25-20	11-11:30	Canvas planning for distance learning
4-01-2	11:11:30	Canvas planning – unpublish old assignments-
4-08-20	11-11:30	Canvas planning- Iready – teacher assigned lessons
4-15-20	11-11:30-	Canvas planning- how to conference one on one with student- big blue button video
4-29-	11-11:30-	FOCUS- determined which grades to put in for report card grades- review how to put MX so as not to impact student grade
5-13-20	11-11:30	Report card- post final grades, post standard grades, preview, comments

4.5 Total hours spent mentoring new teacher

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

[REDACTED] 5-22-20
Mentor's Signature/Date

[REDACTED] 5-22-20
New Teacher's Signature/Date

SDIRC Alternative Certification Program Mentor Log



Date/Time	Attendees	Purpose of Meeting
10/16/19 @ 2:30-3:00	██████████	Review progress of class activities
11/14/19 @ 2:30-3:00	██████████	Review class assignments and activities
11/18/19 @ 2:15-2:45	██████████	Discussing strategies for ESE students
11/25/19 @ 2:05-2:35	██████████	Discuss class activities during Thanksgiving week.
12/4/19 @ 2:15-2:45	██████████	Discuss mid-term exam schedule and testing.
12/19/19 2:15-2:45	██████████	Discussing the grade requirements for posting mid-term
1/8/20 2:15-2:45	██████████	Discussed new course of Economics I am teaching.
3/13/20 2:15-2:30	██████████	Discuss how to conduct online courses since schools closing.
3/23/20 3:00-3:25 pm	██████████	Discuss any issues with online schools, TEAMS, Course materials, IPP for classes.
4/7/20 4:30-5:00 pm	██████████████████	Discuss mentoring program and online issues during IPP where not in school due to virus.
4/14/20 1:30-1:40 pm	██████████	Mr. Hall checked in with Mr. Kulp to see how virtual school was going and if having any issues.
4/28/20 10:00-10:30 am	██████████	Discuss Virtual School activities and see if need for any assistance.
5/11/20 10:00-10:30 am	██████████	Discuss virtual school, discuss end of year courses wrap-up
5/22/20 10:00-10:30 am	██████████	Discuss wrapping up courses and posting final grades

3:20 Hours Mentor Time		

By signing this document at the end of the year, we are confirming that all the above information is correct.

_____ 5/27/2020

Mentor's Signature/Date
Signature/Date

_____ 5/27/2020

ACP Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Teacher needs assistance in differentiation based on ELA data and effective parental communication.

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED] _____

School: Sebastian River Middle School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/1	8-9 1 hr	Activities to do with advanced students who are not motivated to work
3/8	8-9 1 hr	Studying for certification exams, how to help the students better understand content
3/10	8-830 .5 hr	What to do for students over the break – extra credit project
4/2	11-1 2 hr	Being on quarantine, how to communicate to parents without them being upset
5/25	1130-12 .5 hr	Payment schedule

 5 Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Testing FTCE whoas

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # _____ [REDACTED] _____

School _____ SRMS _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
5/19	2:16 / 3:16	Talked about current situation about FTCE – mentioned talking to them about Taking the test remotely – as Pearson is providing some tests that way, but
		All the Teacher ones are not. See if there is a way you can take the test sooner instead of waiting until your registration dates in October and November. This is just in case he does not pass he will have another opportunity before the end of his Statement of Eligibility.
		<ul style="list-style-type: none"> • Visited FTCE/FELE website to identify more recent dates
4/09	9:15	Email to ensure adjustment to online environment
5/20	9:00	Email Checkup
4/22	9:30	Email check up

_____1_____ Total hours spent mentoring new teacher

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_____5/21/_____5/19/2020__

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Assistance with ESE student accommodations, especially those on autism spectrum.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Sebastian River High School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/23/2020	2:15-2:45pm	Discussed how new semester was going. Where my coursework was at, and if I need any assistance with that. Discussed concern over new state mandated courses that needed to be taught during my class and how it would affect what I have planned.
2/12/2020	2:15-3:15pm	New ESE/ Autism Spectrum Students- Accommodations/ how to best assist them and get information across to them.
2/20/2020	2:15-2:45	Discussed how new interventions were going with my ESE/Autism students. Came up with a few ways other ways to help them succeed.
3/12/2020	2:15-2:45	Discuss various ways to help increase student grades.
4/2/2020	2:15- 2:45	Check-in to see how everything is going with online teacher. Offered assistance with canvas questions that I was having.

_____ 3 _____ Total hours spent mentoring new teacher

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

Mentor's Signature/Date
Signature/Date

New Teacher's



2019-2020

New Teacher’s Needs: Teacher is just returning from maternity leave. Has to get reacquainted with students and student needs. Teacher will have to do her formal observation during this time frame. She will need support Beginning online instruction for students. Teacher will need support with planning digital lessons, communicating with parents through this time (ways to determine if students have laptops and other materials to do online learning) and placement concerns for 20-21. We will meet as needed to discuss progress and needs in these areas.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Indian River Academy

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/8/20	4-4:30	Teacher first day back after maternity leave in September. Concerns regarding students’ academics and how to start testing for actual instructional levels.
1/13/20	4-4:30	Upcoming iReady Reading and Math Diagnostics: Scale score for Winter at 50 th percentile. Are students ready how many expect to meet/exceed. How many not. why? Why not? Any STAR assignment concerns. None at this time.
1/22/20	4-4:30	Met to discuss any concerns at this time. She has none
1/27/20	7:30-8	Prepare lesson plan for upcoming observation. Discussed necessary forms needed for pre-conference.
2/3/20	4-4:30	Room arrangement and materials for upcoming Formal observation
2/10/20	7:30-8	Formal Observation Day. Recap of plans
2/10/30	4-4:30	Formal Observation reflections. Post conference paperwork
2/19/20	7:30-8	Discussed assignments for STAR program. Where are you with this Amber has not concerns at this time. On target with assignments
3/3/20	4-4:30	Reading Comp concerns as she needs to get 4 done by June 30 th . Programs available to facilitate this. Maybe look into Literacy Sololutions.
3/11/20	4-4:30	STAR assignments.
3/16/20	10-10:30	Departmentalizing online instruction for students, Developing parent contact information for online instruction. Getting tools necessary to begin online instruction.

3/16/20	10-10:30	Departmentalizing online instruction for students, Developing parent contact information for online instruction. Getting tools necessary to begin online instruction.
3/23/20	10-10:30	Mentee role in online instruction, what it's going to look like. Ember will be responsible for Foundations lessons for online learning. Developing Foundations lessons for IRA first week online learning.
3/30/20	10-10:30	Seesaw Learning, establishing codes for student access into Seesaw Learning Developing Foundations lessons for IRA week 2 online learning.
4/7/20	1-1:30	Address concerns regarding students who are not responsive to lessons. Ways to reach out and connect with those families to discover reasons for not working.
4/15/20	9:30-10	Big Blue Button Conferencing requirements and chatting with students for first time.
4/28/20	10-10:30	Discussed parent concerns regarding online instruction. Just do the best you can have parents know you are available when needed.
5/4/20	10-10:30	STAR questions on assignments.
5/11/20	10-10:30	How to begin online paperwork for promotion review. Concerns for students below grade level and communicating placement for 20-21 to parents. Concerns regarding students who have not responded to student assignments for entire 4 th grading periods.
5/20/20	10-10:30	End of Year checklist items from administration. End of year STAR questions. Reading Endorsement how are you going to get this done. Deadline extended to December 31, 2020

_____10_____ Total hours spent mentoring new teacher

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_____ 6/1/2020 _____

Mentor's Signature/Date

_____ 6/1/2020 _____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

Fundraising, Behavior Management, Class size issues, balance between duty/teaching class/coaching after school team, working with co-teachers within department about behavior issues.

PE is now a behavior management tool to group large number of students with behavior issues together in the same period. I am outnumbered in the girl's locker room. The article published by the district office stating that we will be reducing ISS and OSS for students will now use PE classes are behavior management without additional support added or additional funding added. HELP.

New Teacher/Employee ID # _____ [REDACTED]

Mentor Teacher/Employee ID # _____ [REDACTED]

School _____ Oslo Middle School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/20	7:10AM – 7:50AM	WELCOME BACK – Chatted about our break and excited to be back for this next semester.
1/13/20	7:10AM – 7:50AM	Touched base about the issues with my 4 th period 8 th Grade class. Issue with safety. I have called home, documented, and given referrals. Done my part.
1/20/20	7:10AM – 7:50AM	Start of managing student behavior issues with addition to difficult students. Lacrosse and Duty start for the next few weeks.
1/29/20	7:10AM – 7:50AM	Unable to go to Duty, because needed to meet with Mrs. White. Pressed charges on a student in 8 th period class, due to Threatened to Slit my Throat. Student still in class. Student is now harassing other students in class.
2/6/20	7:10AM – 7:50AM	Unable to go to Duty, because needed to meet with Mrs. White. Pressed charges on a student in 8 th period class, due to Threatened to Slit my Throat. Student still in class. Student is now harassing other students in class. I am struggling with how to handle threatening and harrasing student. I am an adult and I feel like my hands are tired.
2/18/20	7:10AM – 7:50AM	Need to fundraise more money for the girls lacrosse team. No funding provided for travel or equipment. No wonder why coaches do not stay with team at Oslo. Difficulty with Athletic Director and Funding.
2/21/20	7:10AM – 7:50AM	HELP. Dangerous students in PE. Wrote referrals for students with issues, but not has been done to assist me as a new teacher. Potentially formally requesting removal of this student from

		Buldo's class due to his threatening nature. This student literally threatens to slit my throat and he was in class the next day.
2/26/20	7:10AM – 7:50AM	Requested a meeting with Administration about denial of two students on the lacrosse team. Administration didn't approve and gave me a laundry list of things that had no resolution to the problem. My safety is my MAIN objective. Emailed recap of meeting to administration to clarify the agenda of the meeting without conclusion. Mrs. White reviewed my email.
3/6/20	7:10AM – 7:50AM	Struggling with everything on my plate at the time. Student Behavior is OUT OF CONTROL. Students in my 8 th period class are jumping in front of cars while walking back to the locker rooms. Three new students added to my 8 th period that are BEHAVIOR ISSUES. Roster size is 43, unable to manage and wrangle the large quantity for behavioral issues, but the IRSD article published that students are no longer going to be suspended for ISS or OSS, but given 2 periods of PE as a behavior management tool. HELP, HELP. Hands are now tied. Need more help, but instead as teachers we aren't able to teach the lessons, because of the danger it creates.
3/12/20	7:10AM – 7:50AM	Wrote 10 referrals for 8 th period class, then the following day wrote 6 referrals to same students the following day. No communication from Administration and Same students keep returning to class without any assistance
3/16/20	11:10AM – 11:50AM	Phone call – Discussed Coronavirus and waiting out to figure out keeping students safe. I went into the office today to finalize gym laundry and picking up my own personal belongings needed for this duration.
3/30/20	10:29AM – 11:30AM	Team's Phone call and first department meeting chat. We were being informed about expectations by Principal Hofer and she outlined objectives of this week. Now, organizing and implementing Canvas classes.
3/31/20	3:00PM – 4:00PM	Team's Phone call – Discussed New Teacher stressors. I felt that it was a lot to ask of teacher to do all things that they are requiring in such a short amount of time with limited outlining of objectives. I think that this is going to be difficult to get students to engage in PE, if the other teachers have required just as much from the students.
4/1/2020	11:10AM – 11:50AM	Phone call – Post chat of our Electives touch base with Sherry White. I am attempted to gain clarity on meeting results. Most online group meetings do not have outlines or bulleted points for discussion. Many staff members go off topic and discuss topics that are not relevant to the group.
4/8/2020	11:10AM – 11:50AM	Phone call – Training Canvas 201 with Oslo and VBE. The online training was very informative and gave me confidence moving forward. WORRIED ABOUT THE amount of students that are not participating in PE online, because they have other big ticket items on their plate. I do not want to bother parents about PE involvement, even though administration wants us to start calling all students that have yet to participate.

4/13/2020	11:10AM – 11:50AM	Phone call – I am starting to get the hang of the distance learning concept for PE. I am finding success with my co-worker, Buldo, which I knew was going to be the best part of teaching online. Teaching online could not have come at a better time. I was worried about coming back from spring break.
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4/21/2020	11:10AM – 11:50AM	Phone call – I had to put down my Sweet Hammie. She was a French bulldog that I had rescued three years ago and she was almost 7 years old. She has cancer in the blood stream and all throughout her liver. It will be rough week to say the least. I was on time for all the meetings and ate a lot of ice cream. Still plugging along with all of my duties assigned.
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4/30/2020	Noon – 1:00PM	Phone Call – I called Sherry White to discuss that I will not be returning to Oslo Middle next year, but I was offered a position at Okeechobee High School in their PE department. A close friend of mine works there as a PE Coach and she was able to get me into their department. I am looking forward to working with smaller class sizes and a more supporting PE Staff.
5/8/2020	5pm - 6pm	Phone Call – I called Sherry White to discuss an email that I received from a different department. I needed clarification on the changes to requirements of the students while during distance learning. Each of the meetings that I am apart of have not mentioned a new protocol for attendance. It was brought to my attention that I made an error the week previous. Luckily, Sherry clarified the confusion and I will make the correction for next week and the last week following.
5/14/2020	5pm - 6pm	Phone Call – I called Sherry White to discuss end of year details and that I will not be returning to Oslo Middle next school year. I hope to request an exit interview regards to the issues within the PE Department, but I am not sure the process and we will discuss in person on May 25 th , 2020.
5/25/2020	10am - 11am	Meet in person one last time to complete Mentor Log paper work and get it mailed into the district office.

15

Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

(Mentors _____ ce points per semester _____)

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED] _____

School SRMS _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/15	3:45p- 4:p	Reviewed weekly lesson plans on how they vertically align with each other.
1/29	3:45p- 4:p	Reviewed effective procedural steps on evacuation for the Active Assailant in a gymnasium setting.
2/5	3:45p- 4:p	Completion of ACP and how essential it is for teachers. How I was able to correlate and prepare for multiple strategies
2/26	3:45p- 4:p	Explain in detailed his test taking tips and strategies for the Professional test.
3/4	3:45p- 4:p	Explained the importance of proper test training (administering test)
3/25	3:45p- 4:p	Guided with structuring effectively weekly lessons.
4/8	2:45-2:55p	Guided me through Canvas tools and navigations.
4/15	2:45-2:55p	Guided with set up of Zoom to communicate effectively with staff.
4/29	2:45-2:55p	Guided with creating Assignments and discussion boards.
5/5	2:45-2:55p	Guided with the set up of videos using social media tools (SnapChat) on announcements.
5/20	2:45-2:55p	Guided with Canvas gradebook Grading

_____2.5_____ Total hours spent mentoring new teacher

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_____ [REDACTED] 5/29/2020 _____

_____ [REDACTED] 5/29/2020 _____

Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Parent Communication (how to not be overwhelming)
- Student participation
- PD on online learning

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED] _____

School: Indian River Academy _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/06	8:00-8:30 am	We met to talk about how to review procedures and expectations with scholars while also teaching content. We decided to make the lesson shorter to have time to practice procedures as necessary.
02/10	3:30-4:00	We met to discuss what we needed for the next day's meeting with admin. We shared information as needed on the scholars, and gathered our materials.
02/24	3:30-4:00	We discussed possible seat arrangements to strengthen focus on lessons and to reinforce classroom management. She helped me rearrange the desks, and make a new seating arrangement.
03/02	3:30-4:00	Met to discuss upcoming field trip. The do's and don't's for scholars. I had questions from the scholars that I wasn't sure the answer to and she helped answer those questions.
03/11	10:40-11:20	I was going to be absent the next day so she helped with sub plans, and how best to leave work so that the day runs smoothly for the sub and the scholars.
03/23	10:00-10:30	Virtual meet to discuss what possibilities there will be of returning to school soon. We discussed how to go about virtual teaching. The first week we decided that we would follow the district IPP.
04/02	9:15-9:45	Virtual meeting to update on student participation and parent contact. (We share students.)
04/09	9:15-9:45	Virtual meeting to share student information in each subject area. Share parent questions that might apply to each of us.

04/30	9:15-9:45	Virtual meeting. We discussed the difficulties of contacting certain parents. We assigned who would contact who so as to not overwhelm families.
05/07	9:15-9:45	Virtual meeting to discuss iready diagnostics and how to make sure the families all know and can complete them. We discussed who should contact who.
05/14	9:15-9:45	Virtual meeting. We discussed how the diagnostics went, who didn't finish, what the next steps were. Updated PMP's, for that we had to share data on our subject areas.

5 hrs/40 mins_ Total hours spent mentoring new teacher

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Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Best strategies to teach standards
- Good communication with parents
- Getting students engaged with curriculum while online
- Staying organized with data while virtual
- How to incentivize so students are motivated to do their best

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/2020	7:45am-8:30am	Caught up on back to school things, discussed gradebook and back to school routines, discussed exit tickets for math/what's good to cover in upcoming standard, reviewed Wong book
1/15/2020	3:45-4:30pm	Planning for unit test, strategies to teach for science, what grades to use, best practices for behaviors
1/17/2020	2-3pm	Before heading to planning on this early release we discussed routine for putting in grades and such, how many are needed, when to call parents when grades slip
1/23/2020	7:45-8:15am	Getting ready for day, using a spiral review what are the benefits, remind updates
1/29/2020	1:40-2:15pm	Before heading to PD asked for help looking over data to create small groups
2/3/2020	7:45-8:30am	Needed help preparing for conferences, what is important to tell about where students are in the year, was given a data collection sheet to simplify info for parents, talking points for difficult parents

2/12/2020	3:45-4:15pm	Check in with mentor and needed some different strategies to teach science standard, given a lab experience to do with students
2/26/2020	1:40-2:10pm	Before PD needed help with a behavior in my room, discussed what worked and what didn't, incentives
3/3/2020	3:45-4:30pm	Needed help with how to scaffold certain activities for students, what works best
3/4/2020	7:45-8:30am	Creating small groups, keeping track of LLI, check in on behaviors and what has been working
3/9/2020	7:45-8:30am	Preparing for testing season, how to spiral to make it worthwhile, what standards need covered again, looking at data to see where my students need a review
3/18/2020	9am-11am	Discussed steps moving forward on what to do if school closes, how to stay connected with students and families (via Teams)
3/30/2020	8am-9am	How to create an email group to push out important info to students and families (texting convo)
3/31/2020	10am-10:30am	Best ways to incentivize students while they are online to help motivate (texting convo)
4/3/2020	11am-12pm	Discussed what assignments are students going to be able to complete and what may be too hard, giving supports to help and what that looks like (via Teams)
4/8/2020	8am-9am	I was struggling with getting some of my students to do work, discussed strategies to use, decided to hold individual Canvas conferences for those students and do the work with them (text convo)
4/16/2020	1-2:30pm	Students were getting bored with doing the same thing over and over, reached out to Deb, planned a fun research project for something different (text convo)
4/28/2020	1-2pm	Looking at progress of students asked how to reflect that in gradebook, help with deciding to put in/what to be lenient on (via Teams)
5/6/2020	8-9am	Keeping students motivated and wanting to finish strong, decided to sent postcards
5/15/2020	8-9am	Ending the school year, being compassionate for grades, discussed next year plan and how to take what we did this year and improve for next year

___17.5___ Total hours spent mentoring new teacher

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___ [REDACTED] 5/20/2020 ___

___ [REDACTED] 5/20/2020 ___



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter. This quarter is different since we are distance learning. I am focusing on the needs of the students as they are going through something that is not normal. I want to also make sure that they can get as much work done as possible.
- What are some challenges, if any, you are currently facing in the digital classroom? The challenges are trying to reach the kids that are not completing any work online due to technological issues or the kids that just don't care to do any work.
- What type of professional development/support would be beneficial to you right now? I really can't say that I need any extra support. I'm Canvas savvy and I have tech support if I need it.
- What support would be helpful from your school-based mentor? I am fine as of now. My mentor has been great. She offers great advice and I appreciate any help that I am given.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Gifford Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/15/2020	8:45 – 9:30	Discussed student concerns and ways to motivate to complete online assignments.
4/16/2020	10:45 – 11:15	Discussed Mentor Log and ways to support students who are having difficulty with distance learning.

_____ 1.25 _____ Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

_____ May 22, 2020

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: Support for parent interactions, maintaining teaching according to the pacing guide, focus account knowledge and effective testing strategies for the FSA.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Storm Grove _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/16/20	7:30-7:45	Discussed inputting grade change for student who took midterm exam late.
01/06/20	12:30-12:45	Went through pacing guide to set up an action plan for second semester
01/30/20	2:00-2:15	Discussed IReady diagnostic results
02/06/20	2:30-2:45	Went over progress report grades, upcoming conferences and parent interaction
02/14/20	11:00-11:15	Recap on parent conferences
02/26/20	1:00-1:15	Touched base with each other, discussed Esol Course
03/02/20	3:00-3:15	Talked about upcoming boot camps and what the assignments were going to be geared towards
04/06/20	11:15-11:30	Meeting with Terri and Susan to discuss how everything was going and check in
04/06/20	11:30-11:40	Discussed how to embed a video from Khan Academy into Canvas
04/20/20	11:00-11:15	Check in- talked about contacting parents and how to reach out to students that are not working virtually

04/30/20	11:00- 11:15	Talked about how to input outside videos to Canvas course
5/06/20	11:00- 11:30	Discussed how to approach students that were not working
5/11/20	11:00- 11:15	Talked about the IReady Diagnostic and its availability and how to motivate students to complete it.
5/21/20	11:00- 11:15	Recap on the year, discussed inputting 4 th quarter grades

___3hrs 40 minutes_____ Total hours spent mentoring new teacher

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_____ 5/22/20 _____

_____ 5/21/20 _____

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

- navigating distance learning successfully and efficiently
- reaching all families and motivating students during distance learning
- Help with end of year preparations and paperwork

New Teacher/Employee ID #: [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: Vero Beach Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/7/20	10am-11am	<p>Detailed Explanation:</p> <p>We spoke about how Nicole is handling distance learning and how she's doing. Last week was overwhelming, but this week is better. Some families are hard to get a hold of and some students still have not completed their iReady lessons. We brainstormed ideas for getting families more involved in their child's learning at home.</p> <p>Support/Action Steps:</p> <ol style="list-style-type: none"> 1. I am available to help Nicole through email or text daily. 2. Weekly TEAMS meeting every Tuesday morning w/ Nicole. 3. Fill out mentor log. 4. I will contact some of the families she can not get a hold of. 5. Nicole will continue reaching out to families. 6. Nicole will contact Mrs. Byers and Mrs. Singh to ask for help with contacting ESE and Spanish families.
4/14/20	10am-11am	<p>Detailed Explanation:</p> <p>We spoke about contacting families and how that is going. We also talked about some of the challenges Nicole is facing right now with Distance Learning and brainstormed some solutions. She will begin doing 1 on 1 lessons with her students who are not successfully completing their teacher assigned iReady Reading lessons. I will help her with contacting the families we share and reminding them of their academic responsibilities during this time.</p> <p>Support/Action Steps:</p>

		<ol style="list-style-type: none"> 1. I am available to help Nicole through email or text daily. 2. Weekly TEAMS meeting every Tuesday morning w/ Nicole. 3. Fill out mentor log. 4. I will contact the families we share (Destiney Powell, Giada Smith, Bryan Castro, and Gustavo Urbina-Young).
4/21/20	10am-11am	<p>Detailed Explanation:</p> <p>We spoke about Nicole contacting families and how that is going. She has been completing lessons with students over the phone and it has been helping. I will support her by doing that with the students we share. I showed Nicole how to access her Inservice points and the amount she has on Focus. I explained to her how recertification goes and how important keeping track of your PD points is. I also relayed the information about the mentoring log from Terri Beckham.</p> <p>Support/Action Steps:</p> <ol style="list-style-type: none"> 1. I am available to help Nicole through email or text daily. 2. Weekly TEAMS meeting every Tuesday morning w/ Nicole. 3. Fill out mentor log. 4. I will call and complete missing iReady lessons with Destiney Powell and Giada Smith to catch them up. 5. I will set up a time to help Destiney Powell and Giada Smith with their teacher assigned iReady Reading lesson weekly. 6. I will update and upload this mentor log in One Drive. 7. I will send the One Drive link to Nicole through email.
4/28/20	10am-11am	<p>Detailed Explanation:</p> <p>Ataaba Patterson joined our meeting to explain Promotion Review procedures and expectations. She also helped Nicole pick the students she should turn in for the promotion review meeting, based on current student data. I reminded Nicole about the upcoming Quarter 4 survey that she will be receiving through email soon.</p> <p>Support/Action Steps:</p> <ol style="list-style-type: none"> 1. I am available to help Nicole through email or text daily. 2. Weekly TEAMS meeting every Tuesday morning w/ Nicole. 3. Fill out mentor log. 4. Nicole will finalize her student list for promotion review and send it to Sarah VanBrimmer. 5. Nicole will fill out the survey when she receives the email.
5/5/20	10am-12pm	<p>Detailed Explanation:</p> <p>We went through her student list and eliminated students who are already ESE or have not been submitted to MTSS. We also spoke about students getting/or</p>

		<p>not getting lesson done on time. We also spoke about difficulties/success getting a hold of families. Nicole will continue her weekly contact with families. She also expressed how helpful her co-teacher Ms. Daphne Patterson has been. Nicole never received the Quarter 4 survey. I will contact Terri Beckham so she can send it to Nicole.</p> <p>Support/Action Steps:</p> <ol style="list-style-type: none"> 1. I am available to help Nicole through email or text daily. 2. Weekly TEAMS meeting every Tuesday morning w/ Nicole. 3. Fill out mentor log. 4. Nicole will send her student list for promotion review to Sarah VanBrimmer. 5. Nicole will fill out the survey when she receives the email.
5/12/20	10am-11am	<p>Detailed Explanation:</p> <p>We spoke about end of the year procedures in the following order:</p> <ol style="list-style-type: none"> 1. How to break down and pack up her classroom. 2. CUM and SIF folders and their contents. 3. End of the year data needed and how it should be organized. 4. How to organize and get student belongings ready for pick up. <p>Support/Action Steps:</p> <ol style="list-style-type: none"> 1. I am available to help Nicole through email or text daily. 2. Weekly TEAMS meeting every Tuesday morning w/ Nicole. 3. Fill out mentor log. 4. Nicole will begin breaking down and packing up her classroom. 5. Nicole will begin gathering the necessary student paperwork and data needed for CUM and SIF folders. 6. I am available to go to school and help Nicole with all the end of the year stuff that needs to get done, if needed
5/19/20	10am-11am	<p>Detailed Explanation:</p> <p>Instead of having our Mentor/Mentee meeting on TEAMS virtually, we met at VBE to finish Nicole's end of the year paperwork and organized the papers for her student CUM and SIF folders.</p> <p>Support/Action Steps:</p> <ol style="list-style-type: none"> 1. I am available to help Nicole through email or text daily. <p>Weekly TEAMS meeting every Tuesday morning w/ Nicole.</p>

8 Total hours spent mentoring new teacher

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

5/19/20

Mentor's Signature/Date
Signature/Date

5/19/20

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
 Looking for direction navigating new teacher needs.
 Someone to bounce ideas off – make sure I am operating within all expectations when it comes to parent contacts.
 Navigating online/distance learning. Effects on clinical and industry certification.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School _____ VBHS _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/2020	9:00-9:30	Discuss report card questions and how to do grade corrections. -Dr. Butler
1/14/20	3:00-3:30	Talked about upcoming blood drive, classroom management of the blood drive
1/21/20	1:45-2:45	Recap blood drive management of excess students and suggestions on how to prevent skipping of donors. - Heather Acosta
1/29/20	2:30-3:30	NA testing concerns regarding expectations and clinical concerns regarding drug testing and hospital clinical – Heather Acosta
2/8/20	1:15 – 2:00	Certification testing changes that may extend the time required to test students. - Heather Acosta
2.13/20	6:00-6:45	Concerns regarding clinical and problems that have arrived in the clinical setting. Talked through concerns with clinical instructor going into hospital setting. - Heather Acosta
2/14/20	10:00-10:20	Classroom management with students talking out during class. Discussed ways to address behavioral concerns. - Dr. Butler
2/14/20	12:00-3:00	Meet staff at IRMC introduced ourselves, toured hospital and discussed expectations for students. Following, Heather and I collaborated on clinical expectations and concerns we had with clinical instructors moving forward.

3/2/20	2-2:45	Met to review and discuss my upcoming evaluation. Dr. Butler had an additional suggestion to include.
3-5-20	1:30 – 2:00	Discussed with Jason Keeler concerns I have regarding coronavirus and students finishing clinical.
3/9/20	20min	Spoke with Jason Keeler additional concerns I had regarding coronavirus decided to try to move up clinical dates if possible. Discussed other options.
3/12/20	15min	Spoke with Jason Keeler about possibility of providing an adult health screening if student are not allowed to return to hospital.
3/13/20	30 min	Jason and I brainstorm on how to provide clinical opportunities that would remove student from hospital setting.
3/23/20	30min	Spoke with Jason Keeler about Certification testing and Clinical requirements
3/25/20	20 min	Spoke with Jason Keeler several times regarding options I can offer student to make up clinical hours, after creating a plan, I reviewed it with him and Mr. O'Keefe for approval.
3/25/20	10 min	Asked Jason Keeler to review my email explaining student's clinical options prior to sending it to student (he suggested getting approval from Mr. O'Keefe as well)
4/2/20	15min	Spoke with Jason Keeler regarding concerns I had meeting with students in small groups now that Gov. Has issued a stay at home order to begin at midnight.
4/3/20	2:00-2:15	Discussed distribution of Announcements while on home instruction
4/7/20	15min	Spoke with Jason regarding students that are interested in testing and what the possibilities of that look like at this time.
4/13/20	11:45-1215	Mentor/Mentee Meeting with Terri B. Via teams.
4/14/20	3:30-4:30	Discussed clinical contracts that are due and current COVID-19 situation.
4/15/20	9:45-10:00	Spoke with Jason Keeler regarding clinical contracts and COVID-19
4/15/20	2:00-2:45	New Teacher ACP meeting with Terri B.
5/18/20	1:10-2:00	Carole Butler - Working with failing students and COVID-19. Pitfalls, Seniors, etc.
5/18/20	11:11:45	Thomas Lange – Preparing for fall, Teaching with COVID-19, recommendations on how to prepare to be prepared for unknown
5/18/20	12:10-1:15	Heather Acosta – Teaching during COVID-19 finishing up year, senioritis, failing students. Thoughts about fall and clinical concerns. Potential possibilities or options.
5/12/20	10:00-10:35	Discussion on potential virtual volunteer chats with nursing home residents - has potential for clinical hours. Get students ready to talk to seniors. Risk benefits etc.

___15_____ Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: Track student progress, Identifying critical information, FSA Preparation, increase Benchmark performance

New Teacher/Employee ID # ████████████████████

Mentor Teacher/Employee ID # ████████████████

School: Olso Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/7/20	3:00-3:30	Collaboration – Planned through January
1/9/20	3:00-3:30	Collaboration - Tweaked lessons as necessary
1/14	3:00-3:30	Collaboration
1/16	3:00-3:30	Collaboration
1/20	3:00-3:30	Department Meeting
1/21	3:00-3:30	Collaboration
1/23	3:00-3:30	Collaboration - figurative language lesson plan final touches
1/28	3:00-3:30	Collaboration
1/30	3:00-3:30	Collaboration
2/3	3:00-3:30	Department Meeting
2/4	3:00-3:30	Collaboration
2/6	3:00-3:30	Collaboration
2/11	3:00-3:30	Collaboration
2/13	3:00-3:30	Collaboration
2/18	3:00-3:30	Collaboration
2/24	3:00-3:30	Department Meeting – FSA Writing/District Writing
2/27	3:00-3:30	Collaboration – Calendar comparison; Unit 6 District Assessment
3/3	3:00-3:30	FSA writing
3/6	8:00 – 12:00	Essay grading
3/9	3:00-3:30	Department Meeting

3/30	10:00-10:30	Online learning organization
4/6	10:15-10:30	Collaboration
4/9	10:00-10:30	Department meeting
4/13	11:15-11:45	Collaboration
4/16	9:00-9:30	Department Meeting
4/23	9:00-9:30	Department Meeting
4/30	9:00-9:30	Department Meeting
5/7	9:00-9:30	Department Meeting
5/14	9:00-9:30	Department Meeting
5/15	11:00-11:30	Grading practices
5/21	5:25-5:35	Collaboration
5/22	7:00-7:10	Collaboration

18 HOURS 35 MINUTES - Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

Answers to questions, clarification of policy/procedures, and someone to act as a sounding board for new ideas and changes.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Wabasso School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
		<p>I did not work closely with Kelley Rowe this academic year. I instead worked with Jennifer Schneller (SLP), who provided excellent support and guidance on various matters and issues.</p>

_____ Total hours spent mentoring new teacher

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_____ [REDACTED] _____
Mentor's Signature/Date

_____ [REDACTED] _____
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School TCTC

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/27/20	30min	Student completion of course next semester and grades to carry over.
2/25	30min	Student not taking certification exam
3/10	30min	COE preparation
3/30	30min	Student failing/wD from class.
4/13	30min	Attendance @ home classes.
4/13	30min	Students participation in @ home classes.
5/11	30min	Students completion of clinical hours.

3 1/2 hrs total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

[REDACTED] 5/19/20
Mentor's Signature/Date

[REDACTED] 5/19/2020
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Dodgertown Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/13/20	11:20-11:50	Guided Reading/Running records
2/13/20	4:00-4:30	Questions/Student work review
3/13/20	11:20-11:50	Report Cards
4/8/20	10:00-11:00	Canvas website/Conferences
4/22/20	10:00-11:00	Questions/Digital Learning
5/13/20	10:00-11:00	Report Cards
5/20/20	10:00-11:00	Questions/Digital Learning

5.5 hours Total hours spent mentoring new teacher

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_____ 5/22/2020 _____
Mentor's Signature/Date

_____ 5/22/2020 _____
New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Lesson planning over distance learning

Wrapping up the school year – closing out records/classroom

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Rosewood Magnet School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/20	3:45-4:15	Stanford Harmony – how to implement and plan for 1 lesson each week
LEAVE	-----	Teacher was on Maternity Leave for 8 weeks
4/2/20	6:00-7:00	Catching up on all the virtual learning/teaching since being on leave. TEAMS, Canvas, IPP, documentation requirements, communication log, FOCUS ...
4/6/20	8:00-9:00	Lesson planning for virtual learning – exploring MyOn Reader- log in information
4/20/20	2:00-3:00	Using Shadow Puppet EDU to record read alouds
4/23/20	3:30-4:30	STAR Meeting
4/28/20	2:00-3:00	Virtual Lesson Planning – editing YouTube category for student laptops
5/6/20	3:00-4:00	iReady Diagnostics – advice for parents on administering at home
5/13/20	3:00-3:30	Promotion review – documentation and how to fill out the form
5/15/20	3:30-4:30	Star Meeting
5/20/20	11:00-11:30	Wording for report card comments

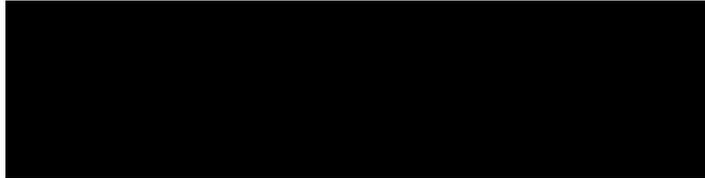
9 Total hours spent mentoring new teacher

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Mentor's Signature/Date

12/20



New Teacher's Signature/Date

5-21-20



SDIRC's STAR/ACP Program Mentor Log

2019-2020

8400003-20

New Teacher's Needs:

I needed help at first with the Class Link softwares. I'm getting better now. I also needed help with the gradebook dealines. I think I'm good now

I currently need help with my classroom management rules. Mainly what should be common teachers' rules for cellphones/electronics in the classroom, students sleeping with heads on desks, students refusing to team-up and work if I assign teams....

I feel like the detentions and referrals are worthless. Am I the only one? In other words, I have some technical school culture related questions to ask to my mentor, because I feel very isolated in the FLC. There is no staff room, and this is usually where you can casually ask these questions. Hope my mentor will be able to help me choose the most effective types of intervention for these minor classroom management issues that I have identified and want to correct.

New Teacher/Employee ID #



1/30/2020

Mentor Teacher/Employee ID #



1/30/2020

School VBHS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/30	2:30-3pm	- We discussed ways to help motivate students who were imposed French over Spanish
2/11	2:30-3pm	- Eric made sure that I always plan with the FL standards in mind. He also reminded-me that I must write on the board what

STAR Mentor Program Log 19-20

QTR3 - I have

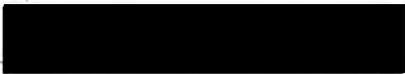
		<i>what my standards / target</i>
		<i>and tasks are.</i>

_____ Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

_____ 

Mentor's Signature/Date

_____ 

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: [REDACTED]

- **Think about the area of growth you identified after the 1st nine weeks. How have you grown in this area?**

I feel that I have become better with my grouping of students. A timer has become my best friend when doing small groups. It allows me to make sure to get in the groups for the day I have scheduled. Also, I have incorporated a written component at the end of the week for a summary of the story we have worked on and I feel the students have benefited from this, helping them related back to the story and improve their comprehension.

- **What area of growth will you focus on during quarter three? Please describe the need in detail. You may choose to continue with the same area from last quarter.**

I plan to focus on adding in more monitoring of my students during whole group and in transitions during small group lessons. I plan to make a system where I can keep track of my monitoring so that it is just not me going off memory.

- **What are some challenges, if any, you are currently facing in the classroom?**

Some challenges I face in the classroom are dealing with student behavior. I feel that I still need to work on making my class feel like they are a 'family' in the classroom. There are a few students that have a hard time getting along with each other and I am constantly having to talk with students about things they say to others.

- **What support would be helpful from your school-based mentor?**

Any insight to help with making my classroom more of a community and any strategies for monitoring progress during whole group instructions towards small group.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Treasure Coast Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/14/20	7:45 am-8:20 am	Discussed how things went 1st semester. Pluses – Journaling for understanding in small group is a “hit”, seeming to get some behaviors under control. Still struggling with time to complete, suggestion use a timer and let her know we all have that same challenge.
2/4/20	7:40 am – 8:20 am	Concerns with fluency in reading with some of the lower readers... We discussed establishing stamina with readers, giving time for that; assisting with sight word reviews recognition. Gave the 220-base list for 1st so she could see where her low readers are basing it off of 1st grade expectation of 80%.
2/19/20	8am–8:30 am	Discussed how it was going with lower readers and she said she does have a good grasp but is looking for something more. I expressed and shared how we are mainstreaming Iready Vocabulary into our daily lessons for that was an area 1 st was low. I showed her “cards” with her. She said that would help so gave her 1st grade cards and sent her the electronic version of the K-2 cards for her records to build off of. Reviewed procedure done to build learning in small group. Showed students work with journaling to build understanding of vocabulary if she wanted to add to her class if interested.
3/3/ 20	7:40 – 8 :10 am	Discussed about accountable talk. Showed her some examples in my room. Discussed how it is something you start as soon as you can so the comfort level builds with the students and understanding in how it works. Put her in touch with coach to get her task cards which I keep and use in my small group. Some help may be visuals but best is to model, model, model when having conversations with students too.
4/1/20	emailed	Reached out on this distance learning and how it was going so far? Did she need any support or have any questions??
4/2/20	Email response	She is doing fine, making the best of what is happening. She needed some support on our monitoring log and expectations. I shared mine, okayed by administration, and had her get a hold of friend on her team for expectations and what is being recorded/ reported.
4/16/20	emailed	Letting her know I have the logs saved and will continue to work on them as we go along. I will get it to her to wrap up as it gets closer. If she needs anything to reach out and I will reach out again next week.
4/17/20	emailed response	She is doing fine, new log monitoring is working well.
4/27/20	emailed	Checked in to see how things are going, asked if she would like the log.
4/28/20	emailed response	Everything is going good. Gave her log. She wanted to take it over.

5/4/20	email from Coletta	She asked how things were going, seeing if I needed any help with anything.
5/4/20	my reply	Everything is going as good as it can. A new process is just hard on the students and parents, but I am trying to make it as easy as possible for them and a good learning method for the students.
5/18/20	email from Coletta	She checked in to see how the final weeks were going, making sure I had everything I needed and making sure I knew what needed to be done at the school, and the date for turning the log in.
5/18/20	my reply	Everything is good.

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_____ **██████████** 5/22/20 _____

Mentor's Signature/Date

_____ **██████████** 5/22/20 _____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Support with curriculum
- Support with instructional strategies

Added for distance learning:

- Support with Canvas and digital learning resources

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: Sebastian Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
12/3/19	8:15 – 8:40	Introductions – discussion of classroom management and community building
12/4/19	8:15 – 8:40	Provided text for community building – overview of ELA curriculum materials
12/10/19	12:20 – 1	ELA planning with Wonders curriculum
12/11/19	9:30 – 10:30	Overview of end of quarter assessment and modeling of administration of assessment.
12/12/19	9:30 – 10:30	Support with end of quarter assessment
12/16/19	10 – 10:30	Support with end of quarter assessment
1/7/20	12:20 – 1	ELA planning – discussion of TLA volunteers and their responsibilities
1/14/20	12:20 - 1	ELA planning
1/14/20	10:15 – 10:30	Observation of Tier 1 instruction
1/21/20	12:20 - 1	ELA planning
1/28/20	12:20 - 1	ELA planning
2/4/20	12:20 - 1	ELA planning – discuss expectations for conferences with parents and report cards
2/11/20	12:20 - 1	ELA planning – reviewed meeting with Becky Teske

2/14/20	9 - 11	Accountable Talk PD
2/18/20	12:20 - 1	ELA planning – reviewed accountable talk PD from 2/14 – discussed field trips
2/25/20	12:20 - 1	ELA planning
3/3/20	12:20 - 1	ELA planning – discussed students not making gains
3/10/20	12:20 - 1	ELA planning – reviewed engagement strategies PD from that morning
3/30/20	9:30 - 10	Kindergarten TEAMS meeting to discuss expectations for virtual learning
3/31/20	11:00 – 11:30	Phone call to discuss virtual learning expectations
4/7/20	12:20 – 1:20	K planning on TEAMS – share how to assign lessons on iReady and ConnectED
4/14/20	12:20 – 1:20	K planning on TEAMS – discuss using CANVAS for lessons
4/21/20	12:20 – 1:20	K planning on TEAMS
4/28/20	12:20 - 1	K planning on TEAMS
5/5/20	12:20 - 1	K planning on TEAMS – discuss sharing lesson planning
5/12/20	12:20 - 1	K planning on TEAMS

19 Total hours spent mentoring new teacher

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 5/18/20

Mentor's Signature/Date

 5/26/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: *Learning how to schedule, credit check for graduation, course recovery, dual enrollment registration, mental health procedures, etc.*

New Teacher/Employee ID # _____
 Mentor Teacher/Employee ID # _____
 School Verobeach High School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/14	9-10	<i>We meet on a weekly basis for an hour in order to discuss, teach and learn about all the requirements needed in guidance. This includes learning FOCUS, CANVAS, graduation requirements, scholarship requirements etc.</i>
1/21	9-10	
1/28	9-10	
2/4	9-10	
2/11	9-10	
2/18	9-10	
2/25	9-10	
3/3	9-10	
3/10	9-10	
3/17	9-10	
 		

_____ Total hours spent mentoring new teacher

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_____ points per semester

 5/29/20
 New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:
 Social/Emotional Support and Support in Conscious Discipline and connecting to classroom management

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School: ___Indian River Academy___

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/16	9:00-9:45	Plan as a team for upcoming theme Black History Month: Created essential question, discussed differentiation between the arts and how we will present.
1/22	10:40-11:20 2:30-3:00	Classroom Support/Observe; Went in class to support with fourth grade. Reflected later in day what went well what could be incorporated to engage instructional strategy can be implemented to engage all learners.
2/12	10:40-11:20 2:30-3:00	Classroom Support/Observe; Went in class to observe how strategy is working with fourth grade. Reflected later in day to celebrate success and next steps.
2/13	9-9:45	Collaborate on student work to put up on boards in hallways.
4/8	2-2:30	Collaborate what we are going to do for social/emotional piece for our scholars.
4/21	2-3	Talked through celebrations and barriers with online learning. Discussed situations with music next year and next steps (emotional support)
4/28	2-3	Teams chat for emotional support
5/15	2-2:30	Teams chat discussed celebrations and barriers with online learning. EOY responsibilities

___7___ Total hours spent mentoring new teacher

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

Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

The mentor met all of the needs, and helped out substantially with progressing for the 2019-20 school year. The basic needs consisted of different strategies, lesson planning, homework/testing, and different concerns during the school year. All needs were met for this school year, and greatly appreciated.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED] _____

School_ Vero Beach High School – Main Campus _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/09	1:20-1:40	2 nd Semester Needs / New Classes / New Students / Problem Solving / Formal and Informal Evaluation Discussions / Homework & Testing Grading Discussions
01/16	1:20-1:40	2 nd Semester Needs / New Classes / New Students / Problem Solving / Formal and Informal Evaluation Discussions / Homework & Testing Grading Discussions
01/23	1:20-1:40	2 nd Semester Needs / New Classes / New Students / Problem Solving / Formal and Informal Evaluation Discussions / Homework & Testing Grading Discussions
01/30	1:20-1:40	General Check-In / Classes and Students Needs & Problem Solving / Help With Malfunctioning Classroom Technology
02/06	1:20-1:40	General Check-In / Classes and Students Needs & Problem Solving / Help With Malfunctioning Classroom Technology
02/13	1:20-1:40	General Check-In / Classes and Students Needs & Problem Solving / Help With Malfunctioning Classroom Technology / Parent-Teacher Conferences Discussion

02/20	1:20-1:40	General Check-In / Student and Classes Discussions / Parent Communication
02/27	1:20-1:40	General Check-In / How are you Feeling and Doing?
03/05	1:20-1:40	General Check-IN / Student and Class Discussions / Classroom Informal Observations
03/12	1:20-1:40	General Check-In / Rumors About School and Looming Pandemic Discussion / What if School, What if Not Discussions
04/06	EMAIL – 5 Minutes	General Check-In / ONLINE LEARNING Questions, Policies, Dates, Meetings, Assignments, Student & Parent Communication
04/15	EMAIL – 5 Minutes	General Check-In / ONLINE LEARNING Questions, Policies, Dates, Meetings, Assignments, Student & Parent Communication
05/05	EMAIL – 5 Minutes	General Check-In / ONLINE LEARNING Questions, Policies, Dates, Meetings, Assignments, Student & Parent Communication
05/08	EMAIL – 5 Minutes	General Check-In / ONLINE LEARNING Questions, Policies, Dates, Meetings, Assignments, Student & Parent Communication
05/11	EMAIL – 5 Minutes	General Check-In / ONLINE LEARNING Questions, Policies, Dates, Meetings, Assignments, Student & Parent Communication
05/14	EMAIL – 5 Minutes	General Check-In / ONLINE LEARNING Questions, Policies, Dates, Meetings, Assignments, Student & Parent Communication
05/21	EMAIL – 5 Minutes	General Check-In / ONLINE LEARNING Questions, Policies, Dates, Meetings, Assignments, Student & Parent Communication
05/26	EMAIL – 5 Minutes	General Check-In / ONLINE LEARNING Questions, Policies, Dates, Meetings, Assignments, Student & Parent Communication / Turning-In Mentor Log Document

_____4_____ Total hours spent mentoring new teacher

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

_____ – 05/25/2020 _____

Mentor’s Signature/Date
Signature/Date

_____ 5/26/2020

New Teacher’s



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- How to best serve my students in all areas
- How to keep them motivated to learn both in the classroom and virtually.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Rosewood Magnet School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
		Beginning of the semester data is at school and I was unable to locate it.
4/7	10-11	Teams Conference Call with my team— brainstorming lesson ideas and how to address unresponsive students.
4/8	2:20-2:30	Phone call asking about how to help my student's parents with this transition to virtual learning because I do not have all of my students completing assignments.
4/9	10-11	Teams Conference Call with my team— brainstorming lesson ideas to best suit the needs of our students while teaching new standards that have not been covered yet this school year.

4/13	11-12	Teams Conference Call with my team—discussing assignments for the week but also addressing which students of mine are not completing all assignments.
4/14	1:00-2:28	Conference call to learn how to clone assignments on Canvas—discussing best way to display assignments to parents and students in Canvas.
4/15	10 mins	Texting with my mentor about completing Mentor Log Documents for the remainder of the school year and how that will look with our new digital learning platform.
4/16	9-10	Teams Conference Call with my team— discussed how to create a balance of exposing students to new standards that we would be teaching in class vs. not overwhelming parents with too much work.
4/21	15 mins	Talked about a specific student who is moving— unsure how I should have handled. Decided to make it a Principal decision.
4/23	10 mins	Phone call about problems with Think Central—students test scores are not populating even though parents know its been done. Is happening to multiple students across the grade level.
4/28	15	Phone call to discuss an upset parent and how to move forward for the remainder of the school year.
5/12	20 mins	Talked on the phone to discuss IReady Reading Results—many students excelled significantly and I had a few students who decreased from the second diagnostic. Discussed how to handle parent questions and concerns.
5/13	15 mins	Phone call to discuss administrations suggestion for how to handle a particular child’s IReady score and how to mark it on our Pink and Blue placement cards.
5/18	25 mins	Discussed end of the year checklists and provided a reminder on how to complete paperwork/inventory checklist/CUM/SIF folders
5/19	5 mins	Texting about how to mark students with PMP’s on report cards.
5/21	20 mins	Discussed report cards—sending then to admin and finishing grades. Also was wondering how to mark PMP on the form.

 6 hrs 13 mins Total hours spent mentoring new teacher

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 5/22/20 _____

Mentor’s Signature/Date

_____  5/22/20 _____

New Teacher’s Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Support of Intensive students by collaborating on resources, Instructional practice of reteaching material, of Creativity in lesson planning during virtual learning

Joe Phelps [REDACTED]

Nancy Demeter [REDACTED]

School _____ Gifford Middle School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
January 16th	2:00PM – 2:45PM	Discussed feelings of feeling much more successful with 7th grade students this year (based on students as well as more comfortable with material being covered and what worked and didn't work), Rearranged room for more collaboration amongst students and felt good about how it was working,
January 30th	2:00PM – 2:45PM	Proactively discussed students in his Intensive Classes and what material to be covered based on where they were at in their regular class
February 6th	2:00PM – 2:45PM	Continued exploring support where needed as far as curriculum, frequent stop by to check in on mentor part as well a mentee stopping by mentor's room, Discussed an impact walkthrough by district that he felt did not go well and the idea of how not to be afraid to stop when students are not appearing to be ready for what he had planned and being comfortable to stop and chunk material in the moment to reteach. Discussed how these are the moments that we all learn from and every day, month and year his toolbox will become bigger to feel comfortable with these moments.
February 20th	2:00PM – 2:45PM	Conversations on unit assessments and using unify scoreboard and observing students FSA scores from previous years

April 3rd	10:00 AM– 10:30 AM	Conversations detailing tech support for students and providing examples of what is working for both mentor and mentee as far as reaching out and providing support to students during distance learning.
April 17	10:00 AM– 10:30 AM	Conversations and Encouragement on how to assess during distance learning. Canvas quizzes, something other than iReady scores to identify student achievement.
May 13	10:00 AM– 10:30 AM	Conversations about creativity during this distance learning and the learning curve for all of us during this time. Use of videos through canvas conferencing. How to prepare students for next year (pre-algebra), identifying what kind of gaps that they will have, and how to give an end of the year cumulative review/assessment/activity.

_____7_____ Total hours spent mentoring new teacher

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Mentor's Signature/Date

_____5/23/2020_____

New Teacher's Signature/Date

_____5/23/2020_____



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Sebastian River Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
03/02/20	1-200pm	I met with Mrs. Farmer and discussed how to make learning active. Mrs. Farmer explained that students will find more impactful takeaways from doing rather than simply listening or viewing. Therefore, teaching is much more than simply saying the right words. It is required to utilize every tool necessary to promote learning.
03/09/20	1-200pm	I met with Mrs. Farmer and discussed classroom presence. Mrs. Farmer explained that teachers must maintain critical presence in the classroom to effectively promote learning by motivating the students to go above and beyond. She explained that it is highly critical to be conscious about my emotions, gestures and location in the classroom, which will solidify my presence in the classroom.
03/16/20	12-100pm	I met with Mrs. Farmer and discussed classroom management. Mrs. Farmer explained that effective classroom management requires teachers to plan instead of improvising. Teachers need to prevent instead of reacting and that teachers ought to be organized and avoid all sort of chaotic situations. She explained that these principles provide students and teachers opportunities to fully experience success.
04/06/20	11-12pm	Mrs. Farmer explained that it is critical for teachers to offer students second chances instead of focusing on what the students did wrong and perhaps cannot be changed from the past. It is more beneficial to focus on making the best

		future. She explained that some students will push limits, but it does not mean that they should not be given second chances and that when they are in your presence, they should be getting the best and most positive version of you, which will, as a result, construct strong connections between you and the students.
04/20/20	11-12pm	Mrs. Farmer explained that it is important as a teacher to be a student's advocate. She explained that I need to be concerned about the well-being of my students and ready to advocate for them. Moreover, she explained the need for me as teacher to advocate for myself. I can advocate for myself by asking for supplies, services, and the necessary training to effectively further develop as a teacher so that I can provide effective instruction to my students.
5/11/20	12-1pm	Mrs. Farmer encouraged me to pursue lifelong learning goal, which will, in the end, empower me to stay informed pertaining movements and developments in the field, which will as a result equip me to better prepare students so that they can meet their educational goals. She also encouraged me to pursue personal passion outside of education which can be beneficial to learners as teachers reflect the students' needs allowing them to plan lessons based on the students' standpoint.

6 hours Total hours spent mentoring new teacher

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_____ -

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

- Instructional groupings
- Use data to review/reteach

New Teacher/Employee ID #: [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: Treasure Coast Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/2020	9:05-9:25	Math planning support for next few weeks- decimals and place value
1/15/2020	9:00-9:40	Review iReady data for instructional groupings
1/21/2020	9:00-9:40	Review iReady data for instructional groupings
1/30/2020	9:05-9:40	Review Unit Test data to drive instruction
2/4/2020	9:10-9:30	Math planning support for next few weeks- decimals operations
2/13/2020	9:00-9:30	Review writing strategies for instruction
2/18/2020	9:05-9:40	Review writing strategies for instruction
2/25/2020	9:05-9:40	Review Unit Test data to drive instruction
3/4/2020	9:05-9:40	Review writing strategies for instruction
3/11/2020	9:10-9:40	Review Unit Test data to drive instruction
3/18/2020	10:00-10:30	Online learning set up- lesson plans
3/30/2020	8:00-8:30	Online learning conferences- Canvas/TEAMS
4/6/2020	8:00-8:30	Review lesson plans for next two weeks- ReadWorks, Khan Academy, Discovery Education assignments
4/13/2020	8:00-8:30	Review iReady as data to help struggling students
4/20/2020	8:00-8:30	Review lesson plans for next two weeks- ReadWorks, Khan Academy, Discovery Education assignments
4/27/2020	8:00-8:30	Review iReady as data to help struggling students

5/4/2020	8:00-8:15	Review lesson plans for next two weeks- ReadWorks, Khan Academy, Discovery Education assignments
5/11/2020	8:00-8:15	Review iReady as data to help struggling students

8 hours & 50 minutes: Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

5/27/20

Mentor's Signature/Date

5/25/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID #: [REDACTED] 1 [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: VBE

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/1/2020	3:30-4:00pm	Uploading items for evaluations and professional certification.
4/5/2020	4:00pm-5:00pm	How to use canvas and how to communicate with families
4/9/20	1:00pm-2:00pm	Help with unanswered questions regarding canvas. Went over notes from team meeting
4/13/20	9am-10am	Help with communication through classroom dojo and help navigate through the 1 st grade weekly newsletter.
4/16/20	12pm-1pm	Helped with information on how to communicate with student who's family is having a difficult time
4/20/20	12pm-1pm	Helped with how to create smore for weekly newsletter
4/22/20	3pm-4pm	Helped create time sheet for work and how to keep everything organized
4/30/20	2pm-3pm	Helped me with contacting parents and iReady grades
5/15/20	3pm-4pm	Went over details about PBL project
5/20/20	2pm-3pm	Went over how to do textbook inventory
5/26/20	12pm-1pm	Helped with questions on report cards

_____10.5_____ Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020 Spring

New Teacher's Needs: Spring 2020

- **Think about the area of growth you identified after the 1st nine weeks. How you grown is this area?**
Classroom set-up and clean-up routines have been streamlined and are more successful.

What area of growth will you focus on during quarter three? Please describe the need in detail. You may choose to continue with the same area from last quarter.

Grant writing and securing funds for the consumable art materials needed for an amazing art program.

- **What are some challenges, if any, you are currently facing in the classroom?**

The art room would be more efficient with extra sinks and a slop sink.

- **What support would be helpful from your school-based mentor?**

My mentor is a wealth of knowledge and her support with grants and fundraising ideas are wonderful.

New Teacher _____

Mentor Teacher _____

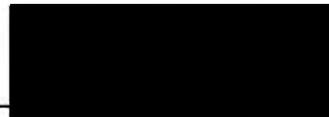
Date	Time	Detailed explanation of support including action steps, when applicable
1/15/20	4pm-5pm	Discussed how end of 1 st semester went being new to cultural arts rotation – Art. Where would she need support? Can I help. We discussed possible grant searching and work on proposals.
2/5/20	4pm-5pm	Discussed PD webinar participants. How to get registered and were to send certificates when completed. Reviewed answers to emailed questions she responded to.
2/19/20	4pm – 4:45pm	Discussed mural idea for campus, grant ideas for future projects, and challenges of fundraising for supplies. She shared her ideas of do an in-school Art show for parents to attend review and purchase student works
3/2/20	4pm- 5pm	Concerned over supplies and how to get supplies, finding time to get all activities needed for students to have success and some report card issues.

		We discussed grant and funding options that we will investigate more over the summer.
4/1/20	Email	Emailed reaching out how was she doing anything I could support or she may need??
4/1/20	Email response 2:01	Craziness at home but doing well. Miss school. Taking classes to help in developing plans and skills. Using team to help with plan ideas. Was able to spoke with some of her kids on Focus. Can't wait to get back.
4/16/20	email	Reached out after TEAMS meeting. To let her know forwarding report to her as we get closer. To let me know if she needs anything and support.

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Mentor's Signature/Date



New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Guidance on instruction, differentiation, support in the classroom.

New Teacher/Employee ID # [redacted]

Mentor Teacher/Employee ID # [redacted]

School: _____Liberty Magnet School_____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
		I did not receive any support from my mentor during the second semester of schooling.

_____0_____ Total hours spent mentoring new teacher

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_____ [redacted] _____

Mentor's Signature/Date
Signature/Date

_____ [redacted] 5/29/2020 _____

New Teacher's

30 Total hours spent mentoring new teacher

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██████████ 5/25/20

Mentor's Signature/Date

██████████ 5/25/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Classroom Management
- Lesson Planning
- Delivery of Instruction
- Digital planning and lesson execution
- Parent-Teacher Communication

New Teacher/Employee ID #: [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: Osceola Magnet School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
10/14/19	3-5pm	Meeting to discuss a plan for the first few weeks of being in the classroom.
10/21/19	3-4pm	We discussed the process of parent-teacher conferencing and reviewed student's information/notes from previous teacher.
10/30/19	9:45-10:15am	We met to go over how to plan lessons: Backward planning and reviewing the standards
11/5/19	9:45-10:15am	Planning and discussing good practices for classroom management.
11/13/19	8am-4pm	Spent the day in Mrs. Morrow's classroom shadowing her and watching her model instruction and classroom behavior management.
11/19/19	3-4pm	Discussed the prior week's shadow and talked about my implementation of the modeled best practices.
12/3/19	9:45-10:15	Met to plan for the weeks leading up to the holiday and discussed how to shift the lessons around to meet the standards but not overwhelm the students.
1/7/20	9:45-10:15am	Met to plan for the new year and start discussing the timeline for FSA testing
2/14/20	2-4pm	Reviewed collaborative planning together with the team and discussed our roles.
3/9/20	9:45-10:15am	Met to discuss FSA testing timeline and go over roles of the proctor and administrator
4/2/20	10-3	Spent hours virtually planning out how to teach digitally, grade and communicate best with our families. (This has continued daily with ongoing support up to now)

30 Total hours spent mentoring new teacher

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██████████ 5/25/20

Mentor's Signature/Date

██████████ 5/25/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School _____ Indian River Academy

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/20	2:00-4:00	Collaboratively planned for the week, review class data and next steps.
1/10/20	2:00-2:40	Talk about iReady goals and how she is tracking the information.
1/13/20	3:30-5:50	Did backward design planning for ELA and Math
1/16/20	4:00-4:30	Helped gather needed materials. Did a class walkthrough and we talked about ways to better organize and layout the room.
1/20/20	2:00-2:40	Team collaborative Planning ELA
1/21/20	2:00-2:40	Team collaborative Planning Math
1/30/20	4:00-4:30	Sat in/Modeled parent teacher conference
2/3/2020	3:40-5:00	Team collaborative planning incorporating Black History with RI standards
2/4/2020	3:40-4:00	Administration and math coach present for team Math collaborative planning. Followed up with fluency goals, as well as discussed measurement and data instruction.
2/13/2020	3:40-5:30	Team Collaborative Planning focusing on point of view and graphing and data
2/17/2020	3:40-5:30	Team Collaborative Planning focusing on Measurement and Text Features
2/18/2020	3:20-4:00	Team collaborative planning with Admin. We focused on

		number corner, SBI, and I-ready
2/19/2020	2:45-3:15	ACP visit with Terri. Terri observed a PA lesson and gave me feed back
2/24/2020	3:30-5:30	Team collaborative planning focusing on Cause and Effect and Measurement and report cards
2/25/2020	3:20-4:00	Team collaborative planning with Admin. We focused on I ready, and math planning
2/28/2020 3:2	8:00-9:45	Team Collaborative planning with Admin. Discussed current data and next steps. Created a focus plan for ELA for the month of March
3/2/2020	3:30-5:30	Team Collaborative Planning focusing on Problem/Solution and 2-D Geometry
03/04/2020	3:20-4:00	Team collaborative planning with Admin. focusing on iready, and the district impact review
3/10/2020	2:00- 2:40	Collaborative Team Planning, focusing on problem/solution and partitioning shapes
3/30/2020	1 hour	TEAMS meeting with Administration and team regarding next step in virtual learning
4/01/2020	15 minutes	Discussed virtual learning plan with mentor
3/30/2020	12-12:30 1:50-2:20	Met with team virtually to discuss planning lessons, the IPP and platforms.

_____20.83_____ Total hours spent mentoring new teacher

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Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Continue to develop engaging and active lessons.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Oslo Middle

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/14	10:00-10:30	Conversation about changing MX to M and how-to best increase engagement with the students.
4/21	10:00-10:30	Talked about parent contact strategies and success rates as a result of changes to increase engagement.
4/28	10:00-10:30	Talked about changes to content and direction of remaining lessons. (Content Planning)
5/5	10:00-10:30	Talked about extra engagement opportunities for students and how to utilize the to-do list within canvas to help highlight priority work for the students.
5/12	10:00-10:30	Talked about delivering comprehensive benchmarks and how the data will be utilized moving forward.
5/19	10:00-10:30	Talked about future Extra Curricular Opportunities to further engage with students leading into the next year.

3 Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

[REDACTED] 5/22/2020

Mentor's Signature/Date

[REDACTED] 5/20/2020

New Teacher's Signature/Date

STAR Mentor Program Log 19-20



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Continue to develop classroom management skills leading into next year.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Oslo Middle

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/14	10:00-10:30	Conversation about changing MX to M and how-to best increase engagement with the students.
4/21	10:00-10:30	Talked about parent contact strategies and success rates as a result of changes to increase engagement.
4/28	10:00-10:30	Talked about changes to content and direction of remaining lessons. (Content Planning)
5/5	10:00-10:30	Talked about extra engagement opportunities for students and how to utilize the to-do list within canvas to help highlight priority work for the students.
5/12	10:00-10:30	Talked about delivering comprehensive benchmarks and how the data will be utilized moving forward.
5/19	10:00-10:30	Talked about future Extra Curricular Opportunities to further engage with students leading into the next year.

_____3_____ Total hours spent mentoring new teacher

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[REDACTED] 5/20/2020

Mentor's Signature/Date

[REDACTED] 5/20/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

3rd Qtr (In-class)- Working on how to motivate students to try and not just give up.
 4th Qtr (Distance Learning)- Learning how to navigate canvas and what the expectations for both teachers and students are.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School VBHS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/2020	11:00-11:30	Discussed New Semester and the times that we would meet each week
1/10/2020	2:15-2:45	Discussed the topics needed to be covered for EOC this semester
1/14/2020	2:30-3:00	Discussed Bubble students in Geometry and exactly how many points need to move them. Also discussed apathy with students and how to get their positive mindset in motion.
1/24/2020	2:15-2:45	Discussed how to encourage students to do better and is there a need to review old Algebra concepts/how to.
2/11/2020	2:30-3:00	Discussed parent conferences and how to discuss topics with parents
2/21/2020	2:05-3:20	Discussed area of growth to focus on for 3 rd Qtr challenges faced in the classroom, and professional development that would be beneficial.
2/28/2020	2:05-3:15	Discussed implementation of strategies from last week.
3/6/2020	2:15-2:30	Discussed the end of 3 rd quarter and grading
3/26/2020	9:00-9:30	Discussed trainings that were given during Spring Break
3/30/2020	9:00-10:00	Discussed the responsibilities of the teacher each week during pandemic
3/31/2020	10:30-11:00	Discussed what is the difference between a responsive and nonresponsive student
4/3/2020	3:15-3:45	Discussed what to do with students who can't be reached and how to deliver the content. Discussed how to get the students a computer who need one.
4/8/2020	1:00-2:00	Discussed curriculum and what exactly we can get covered during this time. Discussed what will students have to do that are currently in an EOC course.

4/16/2020	1:45-2:00	Discussed what exactly it means to be unresponsive and what each teacher should be doing.
4/22/2020	1:00-1:30	Discussed documentation needed to do for each student when calling parents in FOCUS. Stressed that calls and emails MUST be documented.
5/5/2020	1:00-1:15	Discussed what to do with students who currently have no computer access and how to grade them.
5/6/2020	1:00-1:30	Discussed grading with Seniors and when assignments need to be completed.
5/14/2020	1:00-2:00	Discussed grading students during the pandemic and implications for the next school year.
5/20/2020	1:00-1:15	Discussed textbooks and when we can get to school to clean up rooms. Discussed when assignments should be completed and exactly when grades are due.

____10____ Total hours spent mentoring new teacher

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

_____/25/2020

Mentor's Signature/Date

_____/25/2020

New Teacher's Signature/Date

Think about the area of growth you identified after the 1st nine weeks. How you grown is this area?

-I wanted to get through more material this year, so I changed from using Geometry Nation to simpler notes. I have managed to stay current with the Unit Tests mostly, but I am not sure if I am covering the material as in depth as I should. There is also zero time for remediation.

What area of growth will you focus on during quarter three? Please describe the need in detail. You may choose to continue with the same area from last quarter.
-Getting my students to try even when they think they will get the answer wrong.

What are some challenges, if any, you are currently facing in the classroom?
-Most of my students are failing, but I already feel like I am making it too easy for them.

What type of professional development/support would be beneficial to you right now?
-How to get students to try



SDIRC's STAR/ACP Program Mentor Log

2019-2020

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New Teacher's Needs:

None

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Storm Grove Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
5/7/2020	1830 - 1930	Discussed pros and cons of teaching in a block schedule ; discussed strategies for teaching a block schedule

1 Total hours spent mentoring new teacher

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[REDACTED] 5/20/2020
Mentor's Signature/Date

[REDACTED] 5/20/2020
New Teacher's Signature/Date



SDIRC's STAR Program Mentor Log

2019-2020

84020003-19
 (502)
 84020003-20
 (509)

New Teacher's Needs: N/A

New Teacher/Employee ID # [Redacted]
 Mentor Teacher/Employee ID # [Redacted]
 School Treasure Coast technical college

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
11/4	4-4:30	CoE Discussion
② 11/18	4-4:30	Lesson Plan goals
12/2	4-4:30	Student Breakdown & Star Classroom Strategy
12/16	4-4:30	Advisory Committee
① 1/6	4-4:30	Using Powerpoint
1/2	4-4:30	Focus - Grade Book, Attendance

3 Total hours spent mentoring new teacher

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 (Mentors can earn up to 10 in-service points per semester.)

[Redacted] 1/22/20

[Redacted]

Mentor's Signature/Date
 Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: Before Quarantine Mr. Russell needed a little help incorporating the Learning Goals into his curriculum and also needed a little help with teaching in groups and pairs. He is still learning and working on this. During Quarantine Mr. Russell quickly adapted his class curriculum to meet the needs of his students during online distance learning. This meant that Mr. Russell became very familiar with computer programs such as Canvas and EverFi.

New Teacher/Employee ID # [REDACTED] _____
 Mentor Teacher/Employee ID # [REDACTED] _____
 School Oslo Middle School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/16/20	10-10:45 am	Ms. Campbell and Mr. Russell spoke on the phone regarding whether or not we would be returning to class after Spring Break and what exactly the instructional provisional plan might all entail.
3/30/20	3:30-4:30 pm	Ms. Campbell called Mr. Russell to see how he was doing and if he had any questions regarding distance learning, which he had many.
3/31/20	3:30 – 5:00 pm	Ms. Campbell helped Mr. Russell set up his online Canvas page and helped him understand how he could better prepare lessons.
4/1/20	1:00 – 2:00 pm	Mr. Russell called Ms. Campbell regarding contacting students both through Focus and over the phone during Quarantine.
4/2/20	3:45-5:00 pm	Over the phone Ms. Campbell helped Mr. Russell understand how to better navigate Canvas and keep better track of students during online distance learning.
4/8/20	3:00-4:00 pm	Ms. Campbell called Mr. Russell to, once again, see how he was doing and to discuss how to grade online assignments with grace and compassion during Quarantine.
4/14/20	3:00-4:00 pm	Ms. Campbell contacted Mr. Russell to see how he was doing and to help him better understand how to use certain programs through Canvas.

4/17/20	3:30-4:00 pm	Ms. Campbell contacted Mr. Russell and reminded him that Progress Reports would be due very soon.
4/23/20	3:00-4:00 pm	Ms. Campbell helped Mr. Russell understand how to navigate EverFi and how he might wish to create a special page on Canvas for just his ROAR class.
5/5/20	9:30-10:30 am	Discussion regarding grades and grading policy and how to continue to move ahead with compassion and grace during this time of distance learning.
5/18/20	2:30-5:00 pm	Ms. Campbell contacted Mr. Russell to ask him where he was in the teacher certification process and who he might wish to contact if he would like to be able to take some of his tests for free.

11 hours Total hours spent mentoring new teacher

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 5/21/2020

Mentor's Signature/Date

 5/21/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: making it through this distance learning.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School - VBHS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/8	1:15/2	Meeting with Beckham, Russell, Minton
4/14	1:15/3	Lessons, support, attendance,
4/6	1:15/2	Email check in
4/16- 5/26		Email check ins weekly

_____4_____ Total hours spent mentoring new teacher

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Kere Minton 5/26

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Instruction with using technology in classroom.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Gifford Middle

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
09-2019	3-3:30 3-3:30	Meet and discuss what variety of technology can be used to effectively transit knowledge.
10-2019	3-3:30 3-3:30	Stars meeting. Meet and discuss any challenges and share new ideas.
11-2019	3-3:30 3-3:30	Look at progress teacher is making with the use of various technology in her lesson. Spoke about the Unit Assessment and ascertain how to help students improve their scores.
01-2020	3-3:30 3-3:30	Discussed how to incorporate diversity in the teaching and learning process.
02-2020	3-3:30	STARS meeting
03-2020	3-3:30	Review, talk and share.
04-2020	3-3:30 1-1:30	Talk about communicating with students and parents during as we embark upon remote teaching and learning.
04-2020	1:00-1:30	Check in, share concerns and gather ideas how to navigate through this stressful time.
05-2020	1-1:30	Check in, share ideas and information about grading and reaching out to students to ensure they are completing the assignments.

_____7_____ Total hours spent mentoring new teacher

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_____ [Redacted] 5/22/20 _____

Mentor's Signature/Date

[Redacted]

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs: Guidance on planning

New Teacher/Employee ID # [REDACTED]
 Mentor Teacher/Employee ID # [REDACTED]
 School VBE

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3-6-20	7:45-8:25	40 worked on ELA test for students
3-13-20	7:45-8:25	40 meet about assigning ELA assignments
4-3-20	10:30-11:30	1 talked about new students, were completing score
4-9-20	10:30-11:30	1 ^{hr} meet about ELA and math standards for week
4-16-20	10:30-11:30	1 ^{hr} meet about getting students on 1-Ready
4-23-20	10:30-11:30	1 ^{hr} meet about students goals for week
4-30-20	10:30-11:30	1 ^{hr} meet about students goals for week
5-8-20	10:30-11:30	1 ^{hr} meet about 1-Ready interventions
5-15-20	10:30-11:30	1 meet about what should be in report cur

8.33 Total hours spent mentoring new teacher

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 (Mentors can earn up to 10 in-service points per semester)

[REDACTED]
 Mentor's Signature/Date

5-22-20

[REDACTED]
 New Teacher's Signature/Date

5-22-20



SDIRC's STAR Program Mentor Log 2019-2020

New Teacher's Needs:

Making connections (digitally) with students. Finding fun and effective material to engage the students. Deepening those interpersonal relationships while meeting remotely.

New Teacher/Employee ID #: [REDACTED]

Mentor Teacher/Employee ID #: [REDACTED]

School: Beachland Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/27/20	9:45 – 10:30	Discussed Feb. conferences, comp time, spring performances, Brevard Symphony Orchestra sub plans. Began discussion about 2 nd observation.
2/18/20	9:45 – 10:30	Went over results from 2 nd observation – problem solved about student behavior, discussed strategies/preventative behavior plans – shared 'traffic ticket' and modified for use in music (prior 'warning' to write up)
2/21/20	9:45 – 10:30	Shelby got a jury summons – discussed procedures for that
3/30/20	10:00-11:00	BES Specials meeting via teams- how to make lesson plans as a group- where to upload the lesson plans- brainstorming ideas- contacted group via text to share docs and ideas
4/1/20	12:00-1:00	BES Specials meeting with Terri via Teams- answered questions on how special area teachers will be used and what is the best avenue for us as a group to take- adding assignments and work for students to complete for our subject area
4/2/20	9:00-10:00	SDIRC Music teachers meeting via Teams- all shared what our current situations are at each school- Janine Jones gave some recommendation on what to do and what lessons would be appropriate to post on Canvas for Music- subject area specific area questions

4/2/20	11:00-11:45	BES Special area teachers meeting via Teams- Adrienne gave updates from grade chair meeting- how to best communicate with our students- answered questions for lessoning planning for next week
4/6/20	2:07-2:30	Contacted BES team via Text messages about short power outage Shelby had experienced and ideas to get back online
4/7/20	9:41-10:00	Contacted BES teams via Text message- teachers needed help communicating with parents whose first language is not English- Shelby is able to speak Spanish and Adrienne asked to assist some teachers with communicating to parents
4/7/30	11:31-12:00	Contacted BES team via Text Message- Shelby asked if we could message students direct from Canvas as a form of communication and Adrienne responded as yes that is an option but phone calls as well- The team decided which grades we were going to contacted for that week so we don't contact same students
4/8/20	1:00-1:15	Shelby contacted Adrienne via Text asking questions about clarification from email from principal about a meeting
4/9/20	10:00-11:00	SDIRC Music teachers meeting via Teams- Updated each other on different ideas we had and what happened in our schools over the last week- Shelby aske Janine some content specific/lesson questions and Janine answered
4/13/20	11:41-12:00	Contacted BES team via text message- What grade levels we were going to take this week to contact students- also communicated what lesson were more successful for others in their content specific area- lesson idea for next week
4/14/20	9:05-9:45	BES specials team meeting via Teams- discussed what are goal is for next week- any issues arising- Shelby asked questions and received answers from her teams that has many years' experience of teaching and how this is impacting them- mental health states and healthy ways to deal with stress- Updates to Canvas
4/16/20	11:19-11:31	Phone conversation between Adrienne and Shelby legal issues on Canvas and what would be the best route to take with students post pictures on discussion board- we discussed different solutions- Adrienne said she will ask admin their suggestions and we can fix accordingly later today
4/21/20	10:00-10:30	BES Specials team meeting via TEAMS with Principal and Assistant Principal, Got clarification on communication issues- updates on most 'need of support' students- any updates from the district- checked in with how we are doing- what our struggles are- check in with certain grade chairs if they need help communicating with a student

4/23/20	11:08- 11:15	Sent a text message to Mentor about paycheck bonus questions relating to school
5/8/20	9:55-10:18	Teams meeting about Grading- team discussion with principal and assistant principal input- discussed end of year clean up- 5 th grade graduation protocol- different ideas to highlight certain students

___10.62___ Total hours spent mentoring new teacher

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_____ 5/26/20

Mentor's Signature/Date
Signature/Date

_____ 5/26/20

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Growth & Development. Support with IEP's.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School SGMS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/10/2020	11:00- 11:45am	Support with writing IEP goals/objectives
1/14/2020	11:00- 11:45am	Support with small group instruction
2/14/2020	9:00- 10:30am	In service day. Support with student concerns and student advice
2/18/2020	11:00- 11:45am	Support with formal/informal
3/5/2020	11:00- 11:30am	Working with co-teacher designing effective instruction
4/1/2020	10:00- 11:00am	Support with providing accommodations during distance learning
4/16/2020	5:30- 5:40pm	Support with contacting caseload
5/4/2020	11:15- 11:30am	Support with student needs for upcoming school year

5 hours 40 minutes Total hours spent mentoring new teacher

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██████████ 5/20/2020

Mentor's Signature/Date

██████████ 5/20/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter.

I will focus on really targeting the individual needs of each child. To do so, my efforts are in their greatest areas of weaknesses; to help bridge the gap for my ESE students. This involves differentiation, chunking, and accommodating lessons as needed.

- What are some challenges, if any, you are currently facing in the digital classroom?

It can be difficult to help students stay on task daily. Some students will only tackle their work while I'm conferencing with them, and then stop as soon as we sign off. I have many kids to support, so it is necessary to spread my time out. On the other hand, some students will very rarely attend conferences with me, making it very challenging to support them.

- What type of professional development/support would be beneficial to you right now?

I would like to have more ESE trainings, mainly in preparation for next school year.

- What support would be helpful from your school-based mentor?

I am receiving great support from her.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Sebastian Elementary School _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/20	9:00-9:30AM	Discussion of new writing prompts and strategies to use in helping ESE students to understand what the prompts are asking and how to respond to them.
1/14/20	4:00-4:15PM	Go over tools and strategies to assist 3 rd grade students in phonics.
1/24/20	8:15-8:40	Go over winter diagnostic results and best next steps to take.
1/27/20	8:20-8:40	Discuss strategies on teaching writing to a student currently transitioning from self-contained class to GenEd.
2/4/20	8:00-8:20	Discuss how to support ESE students in science- connecting science to reading and writing.
2/13/20	4:00-4:20	Review new student IEP and identify student needs.
2/17/20	8:00-8:30	Review strategies for teaching writing- starting with TAP out the prompt
2/28/20	4:00-4:20	Suggestions for building upon parent-teacher relationships during IEP meetings.
3/5/20	8:00-8:30	Review progress of student writing and how to proceed with each student.
3/11/20	4:00-4:20	Discuss plans for second formal observation.
4/2/20	1:00-1:20	Discuss using ClassDojo for contact with parents and asking to be added to teacher's classes.
4/9/20	11:00-11:30	Collaborative meeting with 4 th grade teachers and discuss 4 th grade ESE student needs.
4/14/20	1:15-1:40	Mentor meeting with JoAnne and Terri Beckham to discuss progress and needs.
4/21/20	1:00-1:30	4 th grade planning. Collaborated on specific plans and accommodations for my ESE students.
4/29/20	11:30-11:50	Discussed virtual IEP meetings and progress with meetings.
5/6/20	3:00-3:20	Discuss challenges in getting a hold of students and their parents and the best courses of action.
5/11/20	12:15-12:30	Discuss changes required in my schedule of services for IEPs and how the services are reflected in the IEPs.
5/18/20	4:30-4:50	Talk about practices for closing out this school year, how to appropriately situate my classroom, and plans for next year.

_____6.8___ Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Virtual Learning lesson planning, time management and grading improvement.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School ___Storm Grove Middle School___

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
March 17th, 2020	9:30am - 9:50am	Lesson planning: Discussion different learning strategies for Chapter 11. We also discussed end of the year procedures and ways to manage time.
April 7th, 2020	8:30am – 8:50am	Lesson planning/Social Studies meeting: Discussion on time management, using Canvas and communicating with students/parents.
May 5 th , 2020	8:30am – 8:50am	Lesson planning/ Social Studies meeting: Discussion on grading, final plans for end of the school year, using Canvas and communicating with students and parents.

1 Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

How to navigate teaching digitally, how to grade based on digital responses, how to maintain standards within lessons online, organized lesson planning, keeping track of student responses online, overall improve organization!

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED]

School Sebastian Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/24/20	4-4:30	Meeting with Lorrie Scott: We talked about how the first semester went and what I can improve on. My organization needs to improve, and my use of SCALES needs to be more prevalent.
2/28/20	4-4:30	Meeting with Lorrie Scott: I expressed that I still feel like I am struggling to get students to accurately follow instructions instead of doing whatever they want. Especially struggling with fifth grade. Lorrie recommended providing less freedom and creating more structured lessons and providing worksheets for students who are choosing to participate incorrectly in projects.
3/20/20	4-4:30	Meeting with Lorrie Scott: We had a quick meeting since we are unsure of the school situation due to COVID-19. We discussed how we will communicate if school is canceled.
4/7/20	10am	Teams meeting with Special Areas: We discussed options for how we are going to teach digitally. We landed on using BINGO sheets to provide options for students. I want to upload pdf's and videos with short tutorials for certain assignments. I met with a tech-savvy teacher prior to the meeting to have information to provide with my team members

4/9/20	10am	Teams meeting with Art Teachers: I discussed with Betsy how I was getting decent responses from my videos and pdf's. Other art teachers asked for the BINGO template to try with their students!
4/14/20	10am	Teams Meeting with Special Areas: We talked about overall responses and if we want to change anything. We think we will upload two BINGO sheets to provide work for students but also not to overwhelm them.
4/16/20	10am	Teams meeting with Art Teachers: The other art teachers shared what is working with their students and how they are getting good responses. I took notes on some ideas, but I am liking the BINGO sheets enough that I do not think I will change them.
4/21/20	10am	Teams meeting with Special Areas: We realized we needed a better system to keep track of phone calls. I created a document and shared it with the team. It works well for organization!
4/28/20	10am	Teams meeting with Special Areas: We talked about how calling families has been going and we decided to try contacting through canvas instead of phone calls. I created a document to keep track of responsive and nonresponsive students for future grading.
4/30/20	10am	Teams meeting with Art Teachers: I discussed how my rate of responses has gone down drastically and what I can do to get more responses. I found that the other art teachers were having the same problem.
5/5/20	10am	Teams meeting with Special Areas: We talked about the challenges of using our standards for online lessons instead of in-person teaching. I think I will continue to need assistance on lesson planning in the future. Lorrie texted me organization techniques.
5/12/20	10am	Teams meeting with Special Areas: We discussed possible changes to next year. We expressed excitement about our new Fine Arts title at the school. We will meet after our meetings with our principal to discuss how we want to teach fine arts differently than we did this year.
5/14/20	10am	Teams meeting with Art Teachers: I discussed with the teachers how I am no longer uploading videos due to lack of responses, but I will upload one more weeks' worth of pdfs. The other art teachers agreed with this decision. We discussed whether we would give artwork back. I will be spending time at my school so I can organized finished art and give them back for the students who want it.
5/19/20	10am	Teams meeting with Special Areas: We discussed as a team how we will be grading the students based on their responses. We decided to give everyone an S, but if they were active in participation then they get an E.

5/21/20	10am	Teams meeting with Art Teachers: We discussed possible changes to next year and overall, the new things we learned teaching digitally. Outcome was unclear since most schools do not have a plan for scheduling yet.
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___10_____ Total hours spent mentoring new teacher in one on one meetings. We also ate lunch together and discussed curriculum, projects and student behaviors.

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_____5/26/2020_____

Mentor's Signature/Date
Signature/Date

_____05/26/20_____

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Vero Beach High School- FLC _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/08/2020	11:45-12:15	We talked about how to plan for potential behavior issues in the 3 rd quarter and how to de-escalate situations.
01/15/2020	11:45-12:15	We talked about formative assessments and how to help the lowest quartile of students without embarrassing them. We also talked about how to motivate these students.
01/22/2020	11:45-12:15	We talked about the FTCE test and how to study. We also talked about valid and reliable assessments and how my lowest quartile of students is doing with the new strategies.
01/29/2020	11:45-12:15	We discussed student discipline issues and how students were adjusting to new strategies we have been using.
02/05/2020	11:45-12:15	We talked about thinking routines and SOS strategies and brainstormed how to implement them into our content areas and support literacy.
02/12/2020	11:45-12:15	We talked about the Literacy Comp 2 course and asked questions about certain modules and how to complete them.
02/19/2020	11:45-12:15	We talked about how to support ELL students and ESE students in our content areas with little support.
02/26/2020	11:45-12:15	We talked about how the week was going for us personally and professionally. I asked a few questions regarding technical issues I was having in the class and how to deal with an upset parent.

03/04/2020	11:45-12:15	We discussed different types of assessments and how to engage students in order to be an innovating teacher.
03/11/2020	11:45-12:15	We talked about evaluations and the potential of doing online school with COVID-19 spreading. I asked what some specific innovating strategies were.
03/30/2020	3:00pm-3:45pm	We had an ACP meeting via Teams to discuss our needs when switching over to digital learning platforms. We talked about recertification and
04/07/2020	11:00-11:30	We texted about how to get in contact with nonresponsive students and accommodating for ELLs
04/15/2020	2:00-3:00	We texted continuously about how to assess students mastery of the standard while being flexible and compassionate in the online learning environment
04/20	10:00-10:30	We spoke about how specific students were performing and how to challenge students who turn in work that they think I want to hear as a teacher in that subject
04/30	8:00-9:00	We texted about final projects for the regular students and how to use Canvas Studio. We talked about responsiveness in students and how to deal with certain difficult family situations.
05/04	9:30-10:00	Texted about the possibility of going back to work and interpreting the principal's update. Checked-in about lesson planning and grading compassionately.
05/14	11:00-11:30	Texted about how to support specific student's needs and how each of us has found success with certain students!
05/18	12:00-12:30	Texted about failing students and contacting family members. Traded ideas on how to accommodate so that students do not fail.

 10.25 Total hours spent mentoring new teacher

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 5/22/  5/22/20

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Strengthen small group
- Prepare for FSA

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Fellsmere Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/15/20	3:00- 4:00	Winter diagnostic prep. And questions-
2/13/20	3:00 – 4:00	Small Group Planning—Best practices, number of groups, content
2/27/20	3:00 – 4:00	Reflection of small group/ Getting ready for FSA (what to expect/concerns)
3/13/20	3:00- 4:00	Temperature check/ FSA anxiety/ How to prepare the students
4/17/20	12:00- 1:00	Getting ready for digital learning- going over resources/technology (whole team)
4/21/20	8:00- 9:00	Temperature check. How I am feeling. Concerns
5/20/20	12:00- 1:00	Reflection of the year. Plans for next year.

_____7_____ Total hours spent mentoring new teacher

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[REDACTED]

Mentor's Signature/Date

[REDACTED]

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Vero Beach Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/6/20	12:30-2:30	Review and problem solve BQ Students, Coordinate ELO
1/13/20	3:40-4:00	Review Lesson Plans
1/20/19	3:40-4:00	Discuss I-Ready Diagnostics Data
1/28/20	3:40-4:00	Discuss Unit Test Data
2/04/20	3:40-4:00	Revise Plans for Formal Evaluation
2/11/20	3:40-4:00	Finalize Plans for Formal Evaluation
2/18/20	5:30-6:00	Review IPDP and Formal Reflection
2/25/20	5:30-6:00	Touch base review data chat info
3/3/20	5:30-5:40	Met after tutoring for quick check-in
3/10/20	5:30-5:40	Met after tutoring for quick check-in
3/30/20	3:00-4:00	ACP Microsoft Teams Meeting with Terri Becham
4/6/20	10:00-1100	Exchanges e-mails back and forth checking in
4/14/20	12:00-1:00	Phone conference with Becham and Borchardt
4/24/20	4:00-5:00	Phone Conference, reviewed status of IPP and shared teaching ideas
5/1/20	6:00-7:00	Met at pep rally and went over strengths and challenges of remote learning
5/8/20	2:00-3:00	Microsoft Teams meeting to review upcoming virtual PBL Prject
5/13/20	3:00-3:30	Phone conference to brainstorm motivating students to perform on I-Ready Diagnostics from home
5/18/20	4:30-5:00	Phone conference to discuss end of year requirements

12.5 Total hours spent mentoring new teacher

By signing this document at the end of the semester, we are confirming that all the above information is correct. Please submit to Wendee Haddick in Professional Development.

[Redacted] (ts per semester.) [Redacted] 5/22/20
Mentor's Signature/Date 5/19/20 [Redacted] 's
Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Student engagement, small group engagement, formal evaluation.
 Online learning- Organization, canvas, student communication.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Glendale Elem.

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
Jan 16	8-8:30	Went over goals and what I wanted to work on for the next semester. Looked at previous informal in December and looked to see what I can work on. Went over the next weeks standard and talked about how to effectively teach the standard. Connie helped plan small group instruction for the following week.
Feb 12	8-8:30	Looked over the next weeks standards and what I had planned for whole group reading. Looked over RTI data to see how my group was doing and gave me feedback on moving B.C out and R.C out and one of my other students into the group. Asked about how engagement was going since we have been back from break. Engagement is going well and we are finding a routine again.

March 2	8-8:30	Discussed Dr. Seuss week and what I had planned to do. Told her each book I was doing for the day and Green Eggs and Ham lesson on Thursday. Helped me figure out how to tie writing activities and small group activities into the week and made my OObleck activity more academic and tie into the standard.
April 2	9-9:30	Checked in with me to see how the online learning is going and if I needed anything. Asked about a couple of students and what I should do with my RTI kids. Helped me get a hold of them.
April 20	9-9:30	Checked in with me during staff meeting to see if I needed any help.
April 28	Phone Conference 45 Mins.	Helped me put kids up for promotion review and talked about why they should go up or should not go up.
May 14	11-11:30	Asked if I needed any help with data or paperwork before promotion review on Monday. Went over iReady data to see how my class was doing with diagnostics and who still needed to start.
May 18	TEAMS 1:00	Promotion review meeting.

4.5 Hrs Total hours spent mentoring new teacher

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Mentor’s Signature/Date

New Teacher’s Signature

Date [REDACTED] 5/20

[REDACTED] 5/20



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Classroom management, how to create a supportive learning environment, technology

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School FLC- VBHS

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
02/07	2:15-3:00	Focus grading, class procedures, seating charts
02/26	2:15-3:00	Behavior Management
02/28	2:15-3:00	Documenting referrals, detentions
03/04	2:15-3:00	Behavior referrals
03/06	2:15-3:00	Parent conference regarding a student
03/11	2:15-3:00	Lessons and student participation
03/27	4:00-4:45	Online platforms -Canvas, MS Teams (phone)
03/30	3:00-3:45	Canvas (phone)
05/22	11:00-11:25	

6.42 Total hours spent mentoring new teacher

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[REDACTED]

Mentor's Signature/Date

[REDACTED]

5/21/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

5. What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter. *

Effective and engaging online instruction.

6. What are some challenges, if any, you are currently facing in the digital classroom? *

Student engagement, simplifying instruction

7. What type of professional development/support would be beneficial to you right now? *

Continued support in planning weekly modules, suggestions on engaging resources/creative learning online

8. What support would be helpful from your school-based mentor? *

Continued support in planning weekly modules, thoughts/advice in collaborative planning for online instruction that is engaging yet easy to navigate for students.

New Teacher/Employee ID # [REDACTED] [REDACTED]

Mentor Teacher/Employee ID # [REDACTED] [REDACTED]

School ___ Indian River Academy

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/30	11-11:30	Shared spreadsheet, gradebook, pacing guide, online instruction
3/31	9:30-10:30	Iready requirements, FASTT Math, pacing of standards
4/2	9:30-10:30	IReady Lessons to match our pacing of standards
4/3	3:00-3:30	Reviewing next weeks expectations, What is best for Kids?, Review publishing report cards- publish to portal
4/7	9:30-10:50	Review case managers assigned to students, using Go Math Animated Lessons
4/9	9:30-10:30	Canvas – Big Blue Button, discussion of Standards (volume), Iready lessons, pass rate, students logging on, contact of students and log book
4/14	9:30-10:30	What standards do we need to review? Lessons on Iready -graphing
4/16	9:45 – 10:45	Think Central – assigning lessons, differentiated Iready Lessons, discussion of grading IReady and Canvas Assignments

4/21	9:30-10:30	Grading – how does it look when we enter assignments in grade book?
4/23	9:45 –10:30	Responsive, non-responsive coding in FOCUS, promotion review documents
5/5	9:30-10:30	MD.1.2 - measure and estimate liquid volume, review standard and planned activity, Iready lessons
5/13	1:00 -1:30	Review IREADY Diagnostic Completion and in Progress, Discuss Contact of students and parents – motivation to complete

10 Hours and 35 minutes Total hours spent mentoring new teacher

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████████████████████ 5/26/2020

Mentor’s Signature/Date

████████████████████ 5/26/2020

New Teacher’s Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:
 Addressing behaviors - talking
 - engagement
 - motivation

New Teacher/Employee ID #



Mentor Teacher/Employee ID #



School: Pelican Island

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
2/6/20	3:45-4:23	engaging centers → how to change routines for engaging individual work centers
2/13/20	3:45-4:30	handling challenging student, rewards, challenging him, breaks
2/20/20	3:45-4:45	Follow up on student + centers
2/26/20	3:45-4:45	adjusting classroom for barriers for behaviors
3/5/20	3:45-4:45	discussion about breaking away from "norm"
3/9/20	3:45-4:45	Collaboration of Presentation in class

6 Total hours spent mentoring new teacher

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 (Mentors can earn up to 10 in-service points per semester.)

3/9/20

Mentor's Signature/Date
Signature/Date

New Teacher's



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

Digital Learning!

New Teacher/Employee ID # [Redacted]

Mentor Teacher/Employee ID # [Redacted]

School: Pelican Island

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/7/20	10-11	Check in → how to make videos to share with families
4/14/20	10-11	Digital learning going well
4/28/20	10-10:30	Check in - all is well
5/14/20	10-10:30	How to access attendance for paperwork
5/18/20	9-10:00	End of year expectations
5/19/20	11-11:30	How to fill cumulative folders

4 1/2 Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

[Redacted Signature] 5/25/20

Mentor's Signature/Date
Signature/Date

[Redacted Signature]

New Teacher's



SDIRC's STAR Program Mentor Log

2019-2020

New Teacher's Needs:

- What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter. **I will focus on communication with parents during distance learning.**
- What are some challenges, if any, you are currently facing in the digital classroom? **Getting all parents and students all involved in our online platforms and completing work.**
- What type of professional development/support would be beneficial to you right now? **I don't believe that I need any additional Supports currently.**
- What support would be helpful from your school-based mentor? **My school-based mentor Is great! I do not need anything else from her. We communicate many times a week.**

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Treasure Coast Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/7/2020	5:50-6:20pm	Student expectations; classroom expectations; expectations of self
1/10/2020	5:50-6:20pm	With all the testing it feels like I'm not teaching as much can my schedule be flipped to fit the needs of my kids and ensure everything is being taught—master schedule is set in stone
1/21/2020	5:50-6:20pm	Small group instruction, and how to ensure all groups are getting what they need while effectively making sure the rest of the class is on task.
1/27/2020	5:50-6:20pm	We spoke about how homework should be given; based on skill taught -vs- students ability which does not correlate with the taught skill
2/3/2020	5:50-6:20pm	How to prepare for conferences when there is a possibility of not passing the FSA; what should they know and what should I show them
2/10/2020	5:50-6:20pm	What are some things I can put in place for a sub to ensure they are following what I have left for them to follow.
2/25/2020	5:50-6:20pm	How to put in a CIR/ODR. When it is appropriate even with a point sheet...Differences between Tiered behavior

3/2/200	5:50-6:20pm	What was involved with the reading endorsement
3/9/2020	5:50-6:20pm	How to prioritize what needs to be done daily; Putting extra time how and when will it decrease
3/16/2020	5:50-6:20pm	How my room needs to be prepared for FSA testing
3/30/2020	5:50-6:20pm through Texting/phone	Expectations of online learning; how and where to get started
4/6/2020	5:50-6:20pm through Texting/phone	How the online schooling has been for you and your students; how are you there to support them
4/13/2020	5:50-6:20pm through Texting/phone	How IEP's are being honored virtually
4/20/2020	5:50-6:20pm through Texting/phone	Make a to-do list and cross things off as they are completed to feel productive; set and stick to a schedule
4/27/2020	5:50-6:20pm through Texting/phone	How to keep kids engaged and putting forth their best with distance learning; instilling incentives; one on one time
5/4/2020	5:50-6:20pm through Texting/phone	Looked over iready data; how to make small groups to work with through canvas; lowest 25 th %tile
5/11/2020	5:50-6:20pm through Texting/phone	Merging the IPP with grade level standards and teacher led instruction for all students to provide scaffolding, support and grades
5/18/2020	5:50-6:20pm through Texting/phone	Handling the I-ready diagnostic with distance learning; pros and cons; validity of data

9hours Total hours spent mentoring new teacher

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██████████ 5/22/2020

Mentor's Signature/Date
Signature/Date

██████████ 5/22/2020

New Teacher's



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

IB Framework

Writing Rubric/Teacher

Conferencing with Students

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Liberty Magnet

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1\16\20	9:35-10:15	Planning/IB
1/22/20	9:35-10:15	Data
2/6/20	9:35-10:15	Planning/IB
2/12/20	9:35-10:15	Data
2/19/20	9:35-10:15	Data
2/26/20	9:35-10:15	Planning/IB
3\4\20	3:30-4:00	Data
3/31/20	1:00-1:30	Myon- Teams Call
4/2, 4/9,4/16,4/23, 4/30, 5/7, 5/14, 5/18	1:00-2:00	Teams- Planning Meetings Weekly during Distance Learning

12 Total hours spent mentoring new teacher= 2nd Semester

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(Mentors can earn up to 10 in-service points per semester.)

██████████s 5/26/2020

Mentor's Signature/Date
Signature/Date

██████████ 5/26/2020

New Teacher's



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:

- What area of growth will you focus on during quarter four? Please describe the need in detail. You may choose to continue with the same area from last quarter. *I would like to continue to work on providing student feedback and improving school-home connections with families.*
- What are some challenges, if any, you are currently facing in the digital classroom? *I am finding the extensive amount of time I am spending on communication logs. I realize the importance of documentation; however, I would rather be spending my time supporting students. I am also finding it challenging to provide science support to my ESE students. I only recently got access to discovery ed.*
- What type of professional development/support would be beneficial to you right now? *I am not finding any challenges which I have not been able to overcome with the support of my mentor. I do not see a need for additional PD at this time. My plate is also full with meeting my reading endorsement course requirements.*
- What support would be helpful from your school-based mentor? *My school-based mentor is doing a fabulous job supporting me. I do not need any additional support than what is being provided.*

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Vero Beach Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/10	7:45 - 8:25	Create and review January testing schedule, discuss testing groups/accommodations
1/17	7:45 - 8:25	Assistance with planning and preparing formal lesson plan
1/24	7:45 - 8:25	IEP Unique case reviews/schedule of services suggestions
1/31	7:45 - 8:25	Writing Social Emotional IEP goals and progress monitoring for SE goals
2/7	7:45 - 8:25	Error Analysis for recent district unit assessments, next steps for instruction
2/13	7:45 - 8:25	Providing student feedback during independent reading conferences
2/21	7:45 - 8:25	Restructuring RTI groups based on current reading records and ORFS
2/28	7:45 - 8:25	Using class dojo to communicate with parents
3/6	7:45 - 8:25	FSA testing groups and scheduling based on current IEP accommodations
3/13	7:45 - 8:25	Finalizing and submitting testing groups for FSA to admin and proctors best suited for each testing group
3/27	11:30 – 12:00	Impact of COVID-19 for SWD
4/3	1:15 – 1:45	Providing 1:1 Specialized instruction during distance learning
4/10	11:00 – 11:30	Possible progress monitoring tools during IPP
4/17	12:00 – 12:30	Consulting with teachers during IPP
4/24	2:00 – 2:30	5 th grade matriculation and ESE services in the middle school setting. Individual SWD case reviews
5/4	2:00 – 2:30	ESY offerings based on student data, iReady student monitoring and parent communication
5/7	3:30 – 4:00	Preparing progress summaries for 4 th quarter during IPP
5/12	1:00-1:40	Comp 5 Modules through Canvas
5/21	3:00 – 3:30	Navigating PEER IEP platform

13 Total hours spent mentoring new teacher

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[REDACTED]

[REDACTED]

Signature/Date

New Teacher's

STAR Mentor Program Log 19-20



SDIRC's STAR/ACP Program Mentor Log 3rd Quarter Dawn Whiting - 2019-2020

New Teacher's Needs:

Growth - Meeting needs of students at all levels, grouping students, organization.

Qtr. 3 Focus – specific interventions

Challenges - Needing more time in school day for planning and organizing. Need less meeting time.

Support Needed from Mentor – keeping students engaged while mentor was coming in classroom for whole group assistance.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED] [REDACTED]

School IRA

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/10/20	12:40-12:50 10 min.	We met to discuss new mentor procedures and action steps – we plan to meet biweekly.
1/24/20	11:45-11:55 10 min.	We met to work on Instructional/Cultural Revision Collection Tool – checklist for District Impact Review – staff to meet further.
1/24/20	3:48-4:01 13 min.	Continued above meeting.
2/3/20	4:00-4:15	Conference with ESE student EK mom.

	15 min.	
2/4/20	5:01-5:17 16 min.	Conference with RA mom.
2/7/20	4:07-4:35 28 min.	Conference with KM mom.
2/13/20	4:07-4:40 33 min.	Conference with AS mom.

2 hours, 5 minutes = Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's SR/ACP Program Mentor Log 4th Qtr.

Dawn Whiting – 2019-2020

New Teacher's Needs:

Qtr. 4 growth/focus - Prepare for the FSA Assessment through reading endurance practice/testing and review standards with more weight on the assessment.

Challenges during digital classroom – tracking student data in iReady and Canvas (mentor helped by compiling weekly iReady data to a checklist), face to face conferences.

Professional Development Needed – Reading Endorsement finished; it was very beneficial as a summary of teaching.

Support Needed from Mentor – helping with weekly iReady, collaboration.

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED] [REDACTED]

School IRA

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/1/20	9:30-10:00	ELA Planning with Literacy Coach-3 team members planning for wk. w/ coach
4/3/20	1:07-1:27	Mentor assigning all online iReady Reading lessons during week
4/6/20	9:30-11:00	3 rd Grade Team Planning for all subjects online
4/7/20	9:30-11:00	ELA Planning with Literacy Coach-3 team members planning for wk. w/ coach
4/7/20	3:20-3:28	Flocabulary assignment online possibly too hard – too much reading
4/8/20	9:30-10:40	ELA Planning with Literacy Coach-3 team members planning for wk. w/ coach
4/8/20	11:07-11:09	Discuss mutual student and success working online
4/9/20	12:29-12:32	Discuss mutual student and non-success working online/possible solution

4/13/20	9:30-10:34	3 rd Grade Team Planning for all subjects online
4/14/20	9:30-11:00	ELA Planning with Literacy Coach-3 team members planning for wk. w/ coach
4/14/20	2:02-2:09	My On/iReady student assignments
4/17/20	11:42-11:45	Discuss mutual student and non-success working online/possible solution
4/17/20	2:35-3:35	3 rd Grade Team Planning
4/20/20	9:30-10:30	3 rd Grade Team Planning
4/21/20	10:44-10:52	Discuss visual online schedule for week
4/21/20	3:00-4:15	3 rd Grade Team Planning for grading online
4/22/20	11:23-11:26	iReady online Reading Assignment
4/23/20	11:58-12:04	Student having issues w/online MyOn and AR tests/how to solve
4/24/20	10:43-10:52	Issues with student having too much online work/how to solve
4/27/20	9:30-10:45	3 rd Grade Team Planning
4/28/20	9:30-10:26	ELA Planning with Literacy Coach-3 team members planning for wk. w/ coach
4/29/20	9:55-9:59	Talking Points message to parent having online issues with not working
5/1/20	11:15-12:00	3 rd Grade Team Planning
5/1/20	9:11-9:13	Reading Endorsement Competency #4 discuss
5/4/20	9:45-10:45	3 rd Grade Team Planning
5/5/20	9:31-10:22	ELA Planning with Literacy Coach-3 team members planning for wk. w/ coach
5/6/20	12:01-12:06	Student having way to many APPS in Class Link and teacher to help delete
5/21/20	1:17-1:19	Mother wanting to know about summer online iReady

15 hours; 20 minutes = Total hours spent mentoring new teacher

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██████████ 5/23/20

Mentor's Signature/Date

██████████ g 5/23/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log

2019-2020

New Teacher's Needs:
 5/21/2020 - met to sign mentor log
 Discussed blue folders + end of year

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Citrus Elementary School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
1/8/20	3-4:00	Discussed our schedules
1/16/20	9:30-12	Observation of speech + language sessions - discussed methods for data collection + different therapy activities
2/3/20	3-3:30	Phone - spoke about ESY expectations - shared info about formals + explained paper work
3/20/20	EMAIL	Discussed procedures for dismissal
4/16/20	Teams	Catching up - discussed canvas, therapy, mentor log
5/4/20	teams	Discussed grad school
5/14/20	teams	Discussed submission of mentor log
Related Services		mtg. w/ Kat Wolfe - 4/3, 4/24, 5/1 - touched base w/ mentor at these meetings

_____ Total hours spent mentoring new teacher

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(Mentors can earn up to 10 in-service points per semester.)

[REDACTED] 5/21/2020

Mentor's Signature/Date

[REDACTED] 5/21/2020

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs: Certification, Course work, General Teaching Expectations (School Culture)

New Teacher/Employee ID [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Strom Grove _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/14/20	3:00-3:30	Co Teaching Module
01/21/20	3:00-3:30	Studying for ESE Certification Test
01/28/20	3:00-3:30	Tips on Test Taking
02/04/20	3:00-3:30	Review of Terri Beckham visit to classroom
02/11/20	3:00-3:30	FTCE/FELE Not Passing Certification Test
02/18/20	3:00-3:30	Review FTCE/FELE Score Report
02/25/20	3:00-3:30	Studying for ESE Certification Test
03/10/20	3:00-3:30	Virtual Learning for Covid-19
04/07/20	3:15-3:45	Mentor/Mentee Meeting with Terri Beckham
04/14/20	10:00-10:30	Virtual Learning- What my expectation are
04/21/20	10:00-10:30	Balancing Co Teaching Module Virtually

04/28/20	10:00- 10:30	Teaching from home tips
05/05/20	10:00- 10:30	Support tips for Assisting Teachers
05/12/20	10:00- 10:30	Preparing for the end of the year
05/19/20	10:00- 10:30	Completing End of Year Paperwork
05/26/20	10:00- 10:30	End of Year Check List

_____8hrs_____ Total hours spent mentoring new teacher

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

_____ 06/02/20

_____ 06/01/20

Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:
Focusing on end of the year/ Virtual school (4th 9 weeks)

New Teacher/Employee ID # [REDACTED] _____

Mentor Teacher/Employee ID # [REDACTED]

School Rosewood Magnet

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
4/14	10-10:15 am	Email conversation about keeping up with log, checking in on how virtual learning is, answering questions
4/23	3:00 pm	Email about filling out mentor log and where it goes at the end of the year
5/18	5:00- 5:25 pm	Conversation – check in and discuss what I am doing for the eoyp procedures
5/19	10:15 am	Email about making sure the dates in log are correct before I turn in
5/19	11:00- 11:30 am	Conversation about SIF/CUM folders and what we do with each of them
5/20	9:00 am	Email inviting her grade level to attend the 5 th grade drive thru graduation

____1.20_____ Total hours spent mentoring new teacher

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Mentor's Signature/Date

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

1. Integrate technology for lessons.
2. Complete IEPs in a timely manner.
3. Continue to work on understanding the elements of the Common Board.

New Teacher/Employee ID # 1111999 Natria Williams/

Mentor Teacher/Employee ID # [REDACTED]

School: Vero Beach High School (main campus)

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
3/13	2:10-2:30	Review recent evaluation and discussed ratings and evidence.
4/1	9:00-9:15	Email correspondence: Checking in to see how distance learning was going, Clarification of Responsive/Non-Responsive and how to report.
4/8	Email	Questions about navigating Canvas—contacted Becky O'Donnell for support.
4/13	Email	Check-in, covered issues with grading and lessons for distance learning, including use of Canvas and CommonLit, and what "grace and compassion" should look like for grading. (time covered several hours to reply to text, about 15 minutes total)
4/15	Email (8:30-8:50)	Navigating CommonLit for answer keys to assessments and looking at score data from student assessments.
4/26	Text (9:23-10:30)	Clarification for Progress Report grades, especially students with missing assignments and student experiencing a family tragedy in the midst of the health crisis.

4/27	Text 1:42-2:30	Student issue that was worked out with Mrs. Gonzalez and student's guidance counselor.
5/5	Phone Call 1:30-2:00	Discussed failing students and alternative grading for distance learning, discussed possible assignments and how to score for best outcome for students.
5/18	Email 8:00a- 8:30a	Shared FTCE score report and possible ways to improve score to gain the points needed to reach 200. ACP teacher purchased a book, we looked at possible online resources (i.e. study sites, FDOE site), and use of flashcards.

_____4.10 hours_____ Total hours spent mentoring new teacher

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

_____) 5/22/20

Mentor's Signature/Date

_____ 5/22/20

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

Karen is an experienced teacher and literacy coach. We met in order to plan together and analyze our student data together.

New Teacher/Employee ID # _____

Mentor Teacher/Employee ID # _____

School _____ Beachland _____

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
Bi-wkly on Thursdays	8:00-9:00	PLCs to discuss iReady data, analyzing data from unit tests, and progress monitoring for Tier 3 & RTI students
Wkly on Mondays	4:00-5:00	Planning sessions. We met every week to plan out weekly plans and unit plans. Using Wonders, iReady Toolbox, Thinking Maps, Reading/Writing Workshop, Guided Reading Groups, Grammar Resources, and Word Study/Vocab Resources. We also worked on integrated social studies into our reading block.
Feb-Mar (wkly when we could fit it in)		Analyzed student writing samples using district writing samples and classroom writing samples.

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__about_60_ Total hours spent mentoring new teacher

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

_____/5/22/20_____

Mentor's Signature/Date

_____/ 5/22/20_____

New Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

- Classroom management**
- Lesson planning**
- Time management**

Fourth Quarter Goals:

- Organizing lesson plans**
- Consistently contacting parents and getting students to work on iReady**
- Technology training**
- Help with supporting students during this temporary COVID situation**

New Teacher/Employee ID # 1 [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School Vero Beach Elementary

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
12/4/19	3:45-4:45	Needs of the classroom were discussed
12/5/19	3:45-5:00	Met with Terri Beckham. Action plan was made to help with classroom management and communication with assistants
12/9/19	3:45-4:30	Discussed upcoming meeting with assistants
12/10/19	8:00-8:45	Meeting with assistants to discuss classroom expectations
12/12/19	8:00-8:45	Lesson planning with Terri
2/7/2020	8:00-8:45	Lesson Planning
2/13/20	8:00-8:45	Review Lesson Plans
3/6/20	8:00-9:25	Discussed lesson for observation
3/11/20	8:15-10:45	Went over the outcomes of observation
3/31/20	11:30-12:45	Helped with IEP
4/2/20	1:00-2:15	Went over lessons for week
4/8/20	9:30-10:40	Talked about iReady lessons & other material
4/14/20	11:45-11:55	Met with Beckham went over how everything is going and children

4/21/20	9:25-9:35	Went over KJ reevaluation
4/30/20	8:40-8:55	Helped with KB IEP
5/5/20	10:00-11:20	Went over what happened in NS IEP
5/12/20	8:30-9:25	Talked about promotion reviews
5/14/20	1:55-2:10	Talked about how everything is going
5/20/20	10:00-11:10	Talked about end of the year material
5/27/20	11:55-1:20	Went over plans, what's in store for upcoming year

__20 hrs & 15 min__ Total hours spent mentoring new teacher

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

_____ 5/28/20 _____
 _____ 5/28/20 _____

Mentor's Signature/Date

New Teacher's Signature/Date

SDIRC Alternative Certification Program Mentor Log



Date/Time	Attendees	Purpose of Meeting
<p style="text-align: center;">1/8/20 11:45-12:15</p>	<p style="text-align: center;">Paula H</p>	<p style="text-align: center;">We discussed test taking strategies for my English GK test. I expressed my frustrations about the test. She gave me some ideas to try next time I take the test and hopefully that will help.</p>
<p style="text-align: center;">1/15/20 11:45-12:15</p>	<p style="text-align: center;">Paula H</p>	<p style="text-align: center;">Discussed the upcoming pep-rally and where to go for that on Friday. Also discussed some of the requirements for the ACP program and all the testing that I still need to pass to become certified. I explained the reading class and that I plan to sign up for that this week.</p>
<p style="text-align: center;">1/22/20 11:45-12:15</p>	<p style="text-align: center;">Paula H</p>	<p style="text-align: center;">Asked her what to do when a student has a lot of absences. I have one student who has not been back since winter break and I do not see any documentation in Focus. I was not sure if we monitor or report this information to anyone.</p>
<p style="text-align: center;">1/29/20 6:40-7:00</p>	<p style="text-align: center;">Paula H</p>	<p style="text-align: center;">Discussed different options for PD day. I am doing the one for CTE teachers and touring a business. Also discussed upcoming tests I need to take.</p>
<p style="text-align: center;">2/5 11:45-12:15</p>	<p style="text-align: center;">Paula H</p>	<p style="text-align: center;">Discussed the assignments for the pillar meeting we had. Talked about the book I am reading and the one she has and what we are doing in each class.</p>
<p style="text-align: center;">2/12 11:45-12:15</p>	<p style="text-align: center;">Paula H</p>	<p style="text-align: center;">Asked her about a student we both have, and I am having a hard time with. This student acts out in class frequently and was looking for some suggestions.</p>
<p style="text-align: center;">2/19 11:45-12:15</p>	<p style="text-align: center;">Paula H</p>	<p style="text-align: center;">Discussed culture sensitivity training that we had on Tuesday and how we should apply it to our classes. Our students need some of this training as well. They can be so mean to each other.</p>
<p style="text-align: center;">2/26 11:45-12:15</p>	<p style="text-align: center;">Paula H</p>	<p style="text-align: center;">Talked about pillar meetings coming up and also re-taking my English test in two weeks.</p>

3/4 11:45-12:15	Paula H	Spoke with her about getting with Mrs. Coffee for some extra help by using their English program called Albert. Reached out to Becky O at the district and she was able to give me access so that I can study more with a free resource. A lot of the study guides are pricy, and I just needed to review a few issues I was still having with ELA.
3/11 11:45-12:15	Paula H	Talked with her about what the overall class average should be and the bell curve. I did not know what the average should be, and I Had a class that was a little low. My 7th period does not like to do any work in class and are hard to motivate. The kids are burnt out by 7th period. Most averages should be in the C range and show outliers. I am making this my goal from now on. I am going to keep working with students and try my best to motivate them.
3/12 8:00-9	Paula H	Asked for clarification on an email that Mr. O'keefe sent out regarding where to send students that need removed from the classroom. He doesn't want them going to 509 anymore but did not specify where to send them. Yesterday I had an incident in my class room for the first time and just wanted some clarification.
3/30 10:30-10:50	Terri B	ACP MOS TEAMS MEETING.
4/6 10:00-11	Paula H	Check in too see how online teaching is going and if I have questions. We have one student we both have that we are having issues getting in touch with virtually. She has not had any luck either.
4/8 9:00-10	Paula H	Followed up with a NR student we can't get in touch with and talked about the ways we have tried to reach the students.
4/9 7:00-7:30	Paula H	Checked in with mentor. She wanted to see how everything is going virtually. We discussed cute messages kids are sending and how difficult this time has been.
4/13 8:00-9	Paula H	Checked in and compared a few students we are having an issue getting in touch with virtually.

4/20 10:30-10:45	Paula and Terri	Mentor check in- discussed issues with distance learning and goals. Expressed how stressed I am about tests.
4/23 8:30-8:45	Paula	Emailed in regards to what to do what you can tell that a parent did the work. I received a two page answer for four questions from a student and this student failed last quarter and never did any work.
4/30 10:30-11	Paula	Checked in and talked about student engagement. NR students ect.
5/10 9:00-9:30	Paula	Checked in regarding end of year details and last assignments.
5/20	Paula	Asked about end of year grading averages and what is expected. Test is Friday for Business.

By signing this document at the end of the year, we are confirming that all the above information is correct.

_____ 5/20 _____

Mentor's Signature/Date

_____ 5/20 _____

ACP Teacher's Signature/Date



SDIRC's STAR/ACP Program Mentor Log 2019-2020

New Teacher's Needs:

New Teacher/Employee ID # [REDACTED]

Mentor Teacher/Employee ID # [REDACTED]

School: Vero Beach High School

Date	Start/End Times	Detailed explanation of support including action steps, when applicable
01/16/20	2:15-3:15	Curriculum discussion
01/23/20	2:15-3:15	Topic pacing discussion, unit test data review
01/30/20	2:15-3:15	Lab design discussion
02/06/20	2:15-3:15	Biology topics
02/13/20	2:15-3:15	Curriculum discussion, unit test data review
02/27/20	2:15-3:15	Curriculum discussion
03/05/20	2:15-3:15	EOC review discussion
03/12/20	2:15-3:15	Unit test data review
03/30/20	11-12	Online instructional help
03/16/30	11-12:00	Canvas studio help
04/13/30	9-9:30	Online attendance help
4/15/20	9:30-10	Mentor meeting, check-in
05/20/20	10-11	End of grade discussions and questions

_____12_____ Total hours spent mentoring new teacher

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

██████████

██████████

05/22/20

Mentor's Signature/Date

New Teacher's Signature/Date

Section II - Mentoring

Required Action 4

Attachment D



REQUIRED ACTION 4

Ensure the mentoring for all new teachers, including African American teachers, is tailored to meet the individual needs of each new teacher.

EXPLANATION OF ATTACHMENT

Attachment D includes the following evidence of implementation:

- Letters from a few of our African American teachers

Beckham, Terri

From: Laurent-Joseph, Katia
Sent: Wednesday, August 12, 2020 5:52 PM
To: Beckham, Terri
Subject: Re: Hello

It is the same content, but I just fixed some grammatical errors.

Katia Laurent-Joseph
Dropout Prevention Sr. (ACE)
772-564-6255

"I am an educator who thinks globally." Paulo Freire

From: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Sent: Wednesday, August 12, 2020 5:50 PM
To: Laurent-Joseph, Katia <Katia.Laurent-Joseph@indianriverschools.org>
Subject: Re: Hello

I thought it was lovely!

Terri Beckham
PD Specialist
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham



“Let everything you do be done as if it makes a difference.” – William James

From: Laurent-Joseph, Katia <Katia.Laurent-Joseph@indianriverschools.org>
Sent: Wednesday, August 12, 2020 5:49 PM
To: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Subject: Re: Hello

I was tired when I sent this email to you. Below, I made some changes. Thanks, Terri

Hello Terri, I hope all is well with you. I just wanted to express my appreciation to you, for you have inspired me to become a better teacher. I remember my first-year teaching at ACE, you came to my classroom, sat with me during my planning, and assisted me with my lesson plans. You don't know how you have empowered me by sharing your specialized knowledge, expertise, and experience with me. Your advice has helped transforming my classroom into a

learning laboratory where every student is engaged in relevant and well-designed curricular content. The strategies that you taught me has aided me to become an effective instructor and help me gain self-confidence. Once again, thank you, Terri.

Katia Laurent-Joseph
Dropout Prevention Sr. (ACE)
772-564-6255

"I am an educator who thinks globally." Paulo Freire

From: Beckham, Terri <Terri.Beacham@indianriverschools.org>
Sent: Wednesday, August 12, 2020 5:39 PM
To: Laurent-Joseph, Katia <Katia.Laurent-Joseph@indianriverschools.org>
Subject: Re: Hello

Thank you so much for the kind words. We are always happy to support!

Terri Beckham
PD Specialist
772-564-3025 (office)
Follow me on Twitter @Terri_Beacham



“Let everything you do be done as if it makes a difference.” – William James

From: Laurent-Joseph, Katia <Katia.Laurent-Joseph@indianriverschools.org>
Sent: Tuesday, August 11, 2020 11:09 PM
To: Beckham, Terri <Terri.Beacham@indianriverschools.org>
Subject: Hello

Hello Terri, I hope all is well with you. I just wanted to express my appreciation to you, for you inspire me to become a better teacher. I remember my first year teaching at ACE, you came to my classroom, sat with me during my planning, and help me with my lesson plans. You don't know how you have empowered me by sharing you specialized knowledge, expertise, and experience with me. Your advice has helped me transforming my classroom into a learning laboratory where every student is engaged in relevant and well-designed curricular content. The strategies that you taught me has helped to become an effective instructor and help me gain self-confidence. Once again, thank you, Terri.

Katia Laurent-Joseph

Dropout Prevention Sr. (ACE)

772-564-6254

"I am an educator who thinks globally." Paulo Freire

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Beckham, Terri

From: Williams, Natira
Sent: Wednesday, August 12, 2020 10:49 AM
To: Beckham, Terri
Subject: Re: Teacher Support

Thank you Terri!!!

Natira Williams
English 2/Classical & Contemp Lit
Vero Beach High School Main Campus
RM: 7-210
natira.williams@indianriverschools.org
772-564-5474



From: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Sent: Wednesday, August 12, 2020 10:48 AM
To: Williams, Natira <Natira.Williams@indianriverschools.org>
Subject: Re: Teacher Support

I know it is. That is why it's even more special. :)

Terri Beckham

PD Specialist

772-564-3025 (office)

Follow me on Twitter @Terri_Beckham



“Let everything you do be done as if it makes a difference.” – William James

From: Williams, Natira <Natira.Williams@indianriverschools.org>
Sent: Wednesday, August 12, 2020 10:45 AM
To: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Subject: Re: Teacher Support

Thank you, it's from my heart!

Natira Williams
English 2/Classical & Contemp Lit
Vero Beach High School Main Campus
RM: 7-210
natira.williams@indianriverschools.org
772-564-5474



From: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Sent: Wednesday, August 12, 2020 10:44 AM
To: Williams, Natira <Natira.Williams@indianriverschools.org>
Subject: Re: Teacher Support

This is awesome and touching Natira. :) xo

Terri Beckham
PD Specialist
772-564-3025 (office)
Follow me on Twitter @Terri_Beckham



“Let everything you do be done as if it makes a difference.” – William James

From: Williams, Natira <Natira.Williams@indianriverschools.org>
Sent: Wednesday, August 12, 2020 10:07 AM
To: Beckham, Terri <Terri.Beckham@indianriverschools.org>
Subject: Teacher Support

To whom it may concern, my name is Natira Williams. This will be my 4th year teaching. Teaching is my passion. Although it's been tough throughout my journey of teaching due to the testing, additional college classes and the ACP program I can honestly say the staff at the district office are my biggest supporters. They have kept me on the right path the entire time. Terri Beckman who's the Professional Development Specialist, Anitra Cummings, Julie Kastensmidt, Laurie Jansen-Silvia just to name a few more has been my true support. There were several times when I didn't feel confident about my teaching certification exams. I would meet with Terri Beckman after hours going over content. The day before my exam I would get an abundance of encouraging text messages or emails that really help me mentally. Laurie Jansen-Silvia has guided me along this journey with keeping me fully aware of what I needed to do in order to maintain my professional license, the lady's at the district office are truly more than friends their family. I lost my mother and father a few years ago, therefore to be able to share the passing of my exams as well as my failures, with people you know that care is an amazing feeling, then to reach out to them and receive the amount of support I can say I'm truly blessed to have a great team. I love Vero Beach High school where I'm currently teaching now. My mentor teacher was Jonnette Wingate, she was super awesome along with my department chair Krista Harmon. They made sure I had all the content as well as materials I needed to be successful here at VBHS. Of course Mr. O'Keefe was super welcoming along with a host of staff members here at VBHS. I'm confident I will have another great year due to having a great team of supporters working side by side with me. Thank you in advance for allowing me the opportunity to share my teaching experiences.

Natira Williams

English 2/Classical & Contemp Lit

Vero Beach High School Main Campus

RM: 7-210

natira.williams@indianriverschools.org

772-564-5474



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To Whom it May Concern;

My name is Harvey D. Lee, Jr. I started working in Indian River County School District in January 2016 with Cindy Emerson at VBE. During the 2016 – 2017 school year, the FLDOE had sent me a letter indicating that I needed to do all my test and classes over for my certification. I thought to myself, that I could never do this, especially with the time that was allotted. The District had assigned Mrs. Terri Beckham to assist me.

As I look back, Terri was a breath of fresh air. There were times I wanted to give up and quit. She wouldn't let me quit. She would say, "I'm expecting you to have the lesson done, because I know you can do it." Her favorite saying was, "You Got This." (I'm speaking of the classes that I had to take at IRSC). Terri then helped my studied for the GK, and presently helping my study for the Professional Educational test. Honestly, I don't know what I would have done without her. I can remember her coming to VBE after hours staying some evenings three hours. Whenever I would tell her I needed her to explain or help me, she would ask me when I need her to show up. I feel because of Terri, I would never leave this district.

Sincere about Education,

Harvey D. Lee, Jr.

Beckham, Terri

From: Jason Robinson <Jason.Robinson@imagineschools.org>
Sent: Wednesday, August 12, 2020 6:24 PM
To: Beckham, Terri
Subject: My time in SDIRC

In the 2017-2018 school year, I was employed by Indian River Schools at Vero Beach Elementary. I also participated in the Alternative Certification Program. I was advised by Terri Beckham among others. I cannot say enough positive about this school year. As someone new to teaching, I knew close to nothing. I was included and given a first rate teacher's education that has allowed me to continue my teaching career. Without what I learned that school year, I would not be where I am today.

I met Terri Beckham early in the school year. Immediately, she broke down exactly what I needed to be a successful teacher. She explained how to effectively use class management and spent her personal time setting up my classroom. I felt nothing but love and patience with Terri.

While I realize the goal of this is to highlight the diversity of the district and how they can be accommodating, I believe what I have said thus far is an indication of how the district operates. As an African American, I never felt excluded or singled out for any reason. As an African American male, I knew that many students never had a teacher outside of PE that looked like me. At the end of the day, all that mattered was my work ethic and effectiveness.

What I can say as far as the including everyone was that VBE had an excellent program that took care of less fortunate students. They provided book bags, shoes, and supplies to many students that did not have the means to get them. While this is not race exclusive, many of the students were POC. I have not seen any other school provide this amount of support.

My time in the Indian River School District was life changing. I learned what it truly means to be a teacher. I had many ups and downs along the journey as well as many heartbreaking moments. At the end of the day, I got the same amount of love and the same incredible learning as other new teachers. The goal of racial equality is not to give some an advantage but to be seen as equals. I and the other POC teachers were part of the family moving these students forward in their educational journey. I will always appreciate my time in Indian River Schools.

Jason Robinson
6th Grade Math/Earth and Space Science/Physical Education
Imagine Charter Weston
954-281-9008

The most beautiful thing we can experience is the mysterious.
It is the source of all true art and science. –Albert Einstein

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