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| Mentor Program  For CTE Teachers | Abstract  Florida Public Service Association, Inc. is offering a mentoring program for teachers new to the CTE world. This program is for teachers with 0-3 years’ experience.  Harold Rutledge  Mentor Program |

Florida Public Service Association Mentorship Program

Vision:

It is the vision of the Florida Public Service Association mentoring program to provide information, support, and encouragement to facilitate the continued profession growth of CTE educators new to teaching.

Program Design

* Mentees are new CTE teachers in firefighting, criminal justice, and teaching assistant
* Mentors do not need to be of the same content/grade level, but is ideal
* Mentors and mentees do not need to be near each other
* Assignments made by the FPSA Executive Director
* Mentors only have one mentee each year

Role of the Mentor

A mentor is a CTE teacher with at least three years of teaching experience and a member of the Florida Public Service Association

Qualifications

* A mentor must possess a valid CTE teaching certificate from their school district
* A mentor must have successfully completed the FPSA – Approved mentoring class or equivalent
* A mentor must have a recommendation from their supervisor based upon their evaluation
* A mentor must agree to abide by the expectations stated as “Mentor Responsibilities”

Mentor Responsibilities

* Develop a collegial/professional relationship
* Gather necessary resources to assist the initial educator with planning efforts. Examples include:
  + Curriculum guides
  + Lesson plans
  + Pacing guides
  + Assessments
* Provide professional contacts as needed for the educator to meet content specific and teaching strategy needs
* Arrange for appropriate observations by the educator of the mentor and other professionals
* Discuss the teacher’s responsibilities and expectations in the Florida Public Service Association
* Establish a system of on-going communication with the educator
* Maintain confidentiality in the professional relationship
* Share resources for professional development opportunities
* Offer guidance as the educator creates and implements the professional development plan
* Attend available seminars to enhance professional development in the mentor role
* Keep a log of the time spent in the mentor role
* Reflect on the year together and offer suggestions to improve the performance and mentoring relationship
* Provide suggestions as to ways to improve the FPSA mentoring program

Role of the Mentee

* Be an active participant in the mentoring relationship
* Be a reflective practitioner who identifies areas he/she needs assistance with from the mentor
* Be willing to seek out help and understanding that he/she needs to communicate what is needed
* Be open to feedback from others to continue to enhance professional growth
* Be willing to observe effective teachers and be willing to be observed
* Participate regularly in meeting with mentors as well as other support seminars sponsored by FPSA
* Provide input and evaluation of mentor program

Role of the Mentor Program Coordinator / Executive Director of the Florida Public Service Association

* Chair the committee for the mentor program
* Actively seek grant money that can be used to finance the mentor program
* Coordinate new teacher mentoring activities throughout the year
* Arrange mentor – training sessions
* Annually evaluate the effectiveness of the mentor program and make recommendations for continued improvement
* Share resources for professional development opportunities
* Address the challenges/concerns presented by the mentee and mentors

Instructional Coaching

Beginning teachers enter their careers with varying degrees of skill in instructional design and delivery. Mentors need to be willing to coach beginning teachers to improve their performance wherever their skill level. Discussions based on shared experiences have proven through research to be more powerful. These shared experiences can include mentors and mentees engaging in team teaching or team planning, mentees observing mentors, mentors observing mentees, or both observing other teachers. The purpose of these shared experiences is to promote collegial dialogue focused on enhancing teacher performance and student learning. Such training helps mentors value description over interpretation in the coaching process; develop multiple methods of classroom observation; employ research-based frameworks as the basis for reflection; and refine their conferencing and feedback skills.

Mentoring Training

Mentoring Training Sessions

* Session 01
  + Why are you here?
  + Roles and Responsibilities
  + Florida State Standards
  + Needs of New Teachers
* Session 02
  + Cognitive Coaching
  + Role Playing
* Session 03
  + PLC Goals
  + Statewide Online PLC
* Session 04
  + Begin with a discussion of the evolution of education
  + Role plays including new mentors and veteran teachers
  + The FPSA mentoring program

Teacher Mentoring Program

Year 01

Focus on reflection, enhancing professional growth, and student learning

Suggested Discussion Topics

* Prior to the start of the school year
  + New teacher needs to familiarize themselves with their district and school’s goals/mission/demographic of student population/strategic priorities, etc.
  + Review the important handbooks/curriculum/district initiatives
    - Employee handbook
    - School staff handbook
  + Identify local Professional Development
  + Florida Public Service Association
  + Pacing Guides
  + Lesson plans – shared state resource
  + Plan next meeting
* September Topics
  + minimum of one Zoom meeting
  + setting up classroom routines
  + classroom management discussions
  + parent – teacher communication
    - contacts
    - conferences
    - how does your district report grades (Canvas, Schoology, Blackboard, etc.)?
    - classroom expectations / syllabi / parent letter / newsletter
    - you and the parent are on the same side, the approach might be different
  + Begin an online shared document for questions and answers
  + Identify resources in your school – instructional coach, literacy coach, lead teacher, department head, etc.)
  + Emergency procedures
    - Fire drill
    - Weather drills
    - Intruder / lockdown procedures
  + Assessment methods – backwards planning
  + Electronic gradebook – local resource
  + Working with special needs populations (IEP, 504)
  + Identify your chain of command
  + Establish a substitute teacher folder
  + Set up technology in classroom for October observation
  + Start your FPSA Chapter
  + Host your first FPSA meeting
  + Attend FPSA Student Board Development Conference
  + PLCs
  + Plan next meeting
* October
  + Set first observation goals between mentor and mentee for Zoom observation
  + Parent – teacher conference procedures and expectations
    - Roleplay conference scenarios
    - Consider student work evidence
    - Anticipate parent concerns
    - What to say and not say
  + Long- and short-range lesson planning
  + Report card / progress report discussion
  + What went well
  + What would you change?
    - What does that look like?
  + PLCs
  + Professional Development through FPSA October Teacher Workshop
  + Report cards
  + Plan your next meeting
* November
  + Share success stories
  + Who are your other resources in your school and their roles?
  + FPSA Chapter meeting
  + District / teacher assessments for semester
  + PLCs
  + FPSA Regional Competition
  + What went well?
  + What would you change?
    - What does that look like?
  + Plan next meeting
* December
  + Student absences
  + Discuss new teaching strategies – new teacher / mentor brings something to the table to try in their classroom
  + PLCs
  + What went well?
  + What would you change?
    - What does that look like?
  + Plan next meeting
* January
  + Review student data from first semester
  + Student interventions
  + PLCs
  + Profession Development through FPSA January Teacher Conference
  + Plan next meeting
* February
  + Share strategies for keeping the momentum and interest for the duration of the year for both students and teachers (keeping seniors from checking out)
  + PLCs
  + Revisit successes
  + Behavior strategies
  + What went well?
  + What would you change?
    - What does it look like?
  + Preparing for FPSA State Leadership Conference
  + Plan next meeting
* March
  + FPSA State Leadership Conference
  + Spring break
  + What went well?
  + What would you change?
    - What does it look like?
  + Plan next meeting
* April
  + Look ahead to the end of the school year
  + Professional goal setting
  + PLCs
  + What went well?
  + What would you change?
    - What does it look like?
  + Plan next meeting
* May
* Review student data
* Review plans for end – of – course exams District created
* Review plans for teacher created end – of – course exams
* Adjustments for next year based on collected data
  + Behavior
  + Instructional strategies
* Wrapping up the school year
* What went well?
* What would you change?
  + What does it look like?

Year 02

Focus is on strengthening teaching skills, cultural proficiency – sensitivity to and knowledgeable of diversity of students and their families, impact on student learning, reflection on professional growth.

Suggested Discussion Topics

* August
  + Discuss satisfaction with procedures for classroom routines
  + Setting up classroom to optimize learning
  + Review students’ I.E.P.s, medical records, and cumulative folders; implications for you as teacher and student learning
  + Review progress of PLCs
  + Discuss curriculum pacing guides for first month
  + Renew FPSA Charter and host first meeting
  + Plan next meeting
* September
  + Discuss personal time, down time
  + Discuss involvement on committees
  + Discuss knowledge of diversity of students and families
  + PLCs
  + Attend FPSA Student Board Development Conference
  + Plan next meeting
* October
  + Review a few pieces of student work together – patterns? Implications?
  + Exchange an article from professional journal about working with diverse students and discuss
  + Discuss current assessments and additional assessments you may need for your students
  + Attend the FPSA Teacher Workshop
  + PLCs
  + Plan next meeting
* November
  + Discuss membership in a professional organization and subscription to professional journal
  + Discuss instructional issues that are most difficult
  + Discuss any health and wellness supports offered in school/district
  + Participate in FPSA Regional Competition
  + PLCs
  + Plan next meeting
* December
  + Discuss communication with parents
  + Discuss list of priorities and see if meeting priorities
  + Discuss plans for R & R during holiday break
  + PLCs
  + Plan next meeting
* January
  + Discuss long-range plans for second semester
  + What has new teacher learned? What does new teacher hope to change?
  + Discuss high points of first half of school year
  + PLCs
  + Attend FPSA January Teacher Workshop
  + Plan next meeting
* February
  + Discuss collaboration with teachers in other schools/districts
  + Discuss biggest issue facing new teacher
  + Discuss problems encountered by new teacher and practical solutions
  + Prepare for FPSA Student Leadership Conference
  + Plan next meeting
* March
  + Exchange a teacher resource with each other and how it can be used
  + Discuss impact of instruction on student learning using student work samples
  + Discuss student referrals and available resources
  + Attend FPSA Student Leadership Conference
  + Discuss plans to do something fun during Spring break
  + Plan next meeting
* April
  + Discuss setting time aside for exercise, relaxation, family, and friends
  + Exchange an article from a professional journal about working with diverse students and their families
  + Update on progress of assessing students
  + Plan next meeting
* May
  + Attend student function/performance/athletic event
  + Plan for end of year and check if all required core curriculum descriptors on report card have been assessed
  + Discuss schedule for summer workshops/professional development – register for one, FPSA, FACTE
  + Plan last formal meeting to celebrate professional growth and student learning
  + Evaluate mentor/mentee experience and future for collaboration
  + Reflect on school year and second year of teaching
  + Celebrate

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