



Avonworth School District

Teacher Induction Program

August 2020

Goals and Competencies

1. To offer support, professional development, orientation, and mentoring to teachers and professional staff in the following categories: beginning teachers, as well as experienced teachers new to the district.
 - Beginning teachers, classified as temporary professional employees, will participate in the program for **two years**.
 - Experienced teachers who are new to the district will participate in the program for **one year**.
 - Teachers classified as long-term substitutes for the same teaching assignment of **90 days or more**, will participate in the program while they are in this position.

The program will be differentiated, as appropriate, by the Induction Coordinator and Assistant Superintendent, to address the needs of teachers in all of these categories.

Educational specialists and professional staff/non-teachers will also participate in the program; however, their plan will be adapted by the Coordinator of Student Services.

2. To integrate new teachers into the culture and climate of the Avonworth School District.
3. To improve the retention and success of beginning teachers.
4. To improve teacher effectiveness through professional development in classroom management and research-based instructional strategies.
5. To provide an organized transition into teaching through on-going collaboration between inductee and mentor.

Mentor Selection

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Prior to the start of each school year, teachers will have the opportunity to apply to be mentors for the year, based on need. Each position will be posted. The following criteria will be used in selecting mentors:

1. Mentor has achieved tenure.
2. Mentor has shown competence in instruction, planning, and classroom management.
3. Mentor has a positive attitude toward the teaching profession.
4. Mentor is willing to serve in a leadership capacity and is committed to the development of the new teacher.
5. Mentor is willing to fulfill all requirements of the position, which may include time beyond the contractual school day/year.

At the beginning of the school year, the Induction Coordinator and Assistant Superintendent will meet with mentors for training in the procedures of the district's induction program, working with adult learners, roles and responsibilities of the mentor, observation/conferencing skills, and problem-solving. As the year progresses, the Induction Coordinator and Assistant Superintendent will maintain communication with the mentors. Mentors will also receive a monthly checklist of items to review with inductee.

Mentors Will Be Responsible For:

Mentors for Year 1 Inductees	Mentors for Year 2 Inductees
Attending New Teacher Breakfast/ In-service Day 1.	Attending New Teacher Breakfast/ In-service Day 1.
Working with inductee to complete the New Teacher Self-Assessment on Day 1. <i>Assigned via the Induction Google Classroom</i>	Working with inductee to complete the New Teacher Self-Assessment on Day. <i>Assigned via the Induction Google Classroom</i>
Reviewing the <i>Faculty Handbook</i> with his/her inductee.	Reviewing the <i>Faculty Handbook</i> with his/her inductee.
Assisting inductee in locating/ordering supplies/arranging classroom, and preparing for instruction.	Assisting inductee in locating/ordering supplies/arranging classroom, and preparing for instruction.
Together with inductee, maintaining logs of weekly meetings: checklist topics and pedagogical discussions.	Together with inductee, maintaining logs of weekly meetings: checklist topics and pedagogical discussions.
Observing the new teacher and together completing the appropriate Mentor Observation of New Teacher form. <i>Assigned via the Induction Google Classroom</i>	
Being observed by the new teacher and debriefing afterward, completing the New Teacher Observation of Experienced Teacher form. <i>Assigned via the Induction Google Classroom</i>	
Debriefing with the inductee after the inductee completes observation of another teacher.	Debriefing with the inductee after the inductee completes observations of 2 other teachers .
Communicating with the building principal in order to support the inductee.	Communicating with the building principal in order to support the inductee.
Completing and submitting the Evaluation of Program – Mentor form and the Induction Program Verification Form at the end of the year. <i>Assigned via the Induction Google Classroom</i>	Completing and submitting the Evaluation of Program – Mentor form and the Induction Program Verification Form at the end of the year. <i>Assigned via the Induction Google Classroom</i>

Inductees Will Be Responsible For:

Year 1 Inductees	Year 2 Inductees
<p>Attending New Teacher In-Service Day 1 and Day 2 prior to the start of the school year.</p> <p>Activities will include meetings with the Technology Director, president of the Avonworth Education Association, and the Induction Coordinator, among others, as well as an orientation to and tour of the Avonworth School District.</p> <p>Additionally, time will be allotted to meet with mentors and set up classrooms.</p> <p>Schedules will be sent out in advance of these days.</p>	<p>Attending New Teacher In-Service Day 1 prior to the start of the school year.</p>
<p>Together with mentor, completing the Self-Assessment on Day 1. Assigned via the Induction Google Classroom</p>	<p>Together with mentor, completing the Self-Assessment on Day 1. Assigned via the Induction Google Classroom</p>
<p>Reviewing <i>Faculty Handbook</i> with mentor.</p>	<p>Reviewing <i>Faculty Handbook</i> with mentor.</p>
<p>Meeting weekly with mentor and maintaining logs of these meetings: checklist topics and pedagogical discussions. Logs Assigned via the Induction Google Classroom</p>	<p>Meeting weekly with mentor and maintaining logs of these meetings: checklist topics and pedagogical discussions. Logs Assigned via the Induction Google Classroom</p>
<p>Participating in various professional development opportunities throughout the year. These could include after school workshops, book studies, online discussion groups, etc.</p>	<p>Participating in various professional development opportunities throughout the year. These could include after school workshops, book studies, online discussion groups, etc.</p>

Inductees Will Be Responsible For (continued):

Year 1 Inductees	Year 2 Inductees
Being observed by mentor teacher and together completing the Mentor Observation of New Teacher form. Assigned via the Induction Google Classroom	
Observing the mentor teacher and together completing a New Teacher Observation of Experienced Teacher form.	
Observing one other experienced teacher and completing a New Teacher Observation of Experienced Teacher form. Assigned via the Induction Google Classroom	Observing two experienced teachers and completing a New Teacher Observation of Experienced Teacher form for each. Assigned via the Induction Google Classroom
Completing and submitting the Evaluation of Program – Inductee form and the Induction Program Verification Form at the end of the year. Assigned via the Induction Google Classroom	Completing and submitting the Evaluation of Program – Inductee form and the Induction Program Verification Form at the end of the year. Assigned via the Induction Google Classroom

Evaluation and Monitoring

At the conclusion of the year, the Induction Coordinator will collect all required paperwork submitted by the inductees/mentors. This information will be forwarded to the Assistant Superintendent to be filed in the new teacher’s permanent file.

Participation and Completion **At a Glance**

In order to demonstrate completion of the Induction Program, inductees must complete the following:

- A ***New Teacher Self-Assessment***
- A monthly log for each month of the school year to the Induction Coordinator at the conclusion of each semester. The inductee should note attendance at New Teacher In-Service days, attendance at after school workshops and/or other professional development, completion of observations, and a short summary of weekly meetings with mentors on the logs.
- (*Year One Teachers*) – One completed ***Mentor Observation of New Teacher*** form.
- (*Year One Teachers*) – Two ***New Teacher Observation of Experienced Teacher*** forms. One for an observation of your mentor teacher - turned in in January, one for an observation of another teacher of your choice – turned in in May.
- (*Year Two Teachers*) – Two ***New Teacher Observation of Experienced Teacher*** forms. These can be of teachers of your choice. One observation is due in January, the other in May.
- An ***Evaluation of Program – Mentor*** form
- An ***Evaluation of Program – Inductee*** form
- An ***Induction Program Verification*** form

The Induction Coordinator will then sign the completed ***Induction Program Verification*** form and submit all paperwork to the Assistant Superintendent.

Induction Forms Moved to Google Docs/Google Forms/Google Classroom

The following forms will be assigned through our Induction Google Classroom.

- New Teacher Survey
- Weekly Meeting Logs
- Checklists for suggested discussion topics for weekly meetings
- Mentor Observation of New Teacher
 - Part One: Pre-Visit Planning Conference
 - Part Two: Classroom Visit Notes
- New Teacher Observation of Experienced Teacher
 - Part One: Pre-Visit Planning Conference
 - Part Two: Classroom Visit Notes
 - Part Three: Post-Visit Conference
- Evaluation of the Induction Program – Mentor
- Evaluation of the Induction Program – Inductee

Note: *The Induction Program Verification Form will still be completed on paper and signed by the mentor and induction coordinator at the conclusion of the year.*