



New Teacher Induction Program

Participant Information Guide
2020/2021

The Purpose of an Induction Program is to assist *newly-licensed teachers/service providers, veteran teachers/service providers new to Monte Vista School District, and incoming out-of-state teachers/service providers (either new or veteran) in making a smooth transition into Monte Vista's teaching-learning environment.

**newly-licensed refers to those teachers/service providers who already hold or have applied for an Initial/Provisional Colorado Teaching License*

Mission - *To inspire the pursuit of excellence, one student at a time.*

Vision - *To achieve educational excellence by preparing students, parents, staff, and community members for the future.*

Welcome to the Monte Vista School District

We are delighted to welcome you to Monte Vista C-8 School District!! To provide you with the skills, strategies and support needed to be a successful teacher in the District, we have designed an Induction Program tailored to fit the needs of all new teachers.

*The information provided in this packet describes our program and the support you will receive throughout your first two years in the District. I look forward to working with you as we begin this process together!

Sincerely,

Kellyn Ross
New Teacher Induction Coordinator

***Please note that this handbook serves as a guide and is subject to change as deemed necessary.**

Handbook Contents

Induction Program Overview

Required Induction Tasks

Professional Development Workshops

Suggested Activities/Checklist for Mentors

Successful Completion of Program

Induction Program Checklists

Induction Verification

Formal Documentation of Mentor/Admin Hours

Monte Vista C-8 Professional Staff Induction Program

Monte Vista School District is dedicated to its Mission; “To inspire the pursuit of excellence, one student at a time.” While our overall focus is upon the student, the idea that learning communities extend throughout our staff culture is integral to our success. The Monte Vista School District (MVSD) Induction Program is intended to provide the support needed by new teachers, special service providers, and incoming out-of-state teachers to be both successful in their classrooms and to seamlessly integrate into the MVSD community. Monte Vista, like all districts throughout Colorado, is required to provide an Induction Program for teachers who do not hold a Professional Teaching License. Proof of completing an Induction Program is required by CDE in order to obtain the Professional Teaching License. Therefore, the MVSD offers a program of support, culminating in a certificate verifying successful completion. This induction program incorporates the criteria stipulated by the State Board of Education, and includes pre-service and district orientation, a highly structured mentor/mentee program, ongoing professional development and continuous interaction with the district learning coach. Newly hired veteran teachers who come to our district with a professional license will be provided an Induction Plan including content and variations specifically tailored to their needs.

The specific purposes of the Monte Vista School District New Teacher/ Special Service Provider Induction Program include:

- Orienting new teachers to the profession of teaching and how the Monte Vista School system operates
- Building understanding of how to create and maintain an effective and safe learning environment in order to maximize student achievement
- Developing instructional skills and strategies that maximize the opportunity for student learning
- Instruction in how to plan and teach using official district curriculum based upon Colorado Academic Content/Performance Standards
- Building the ability to differentiate instruction based on the needs of individual learners
- Incorporate reflection on the effectiveness of their instruction into everyday practice
- Demonstrating the ability to monitor student progress and adjust instruction based on this progress
- Establishing a sense of collaboration, support, and problem solving within a Professional Learning Community framework

REQUIRED INDUCTION TASKS

Administrators

- Sharing the vision, mission, and the culture of the building with all Inductees
- Selecting a Formal Mentor Teacher for each Inductee in the New Teacher/ Special Service Providers Program
- Selecting a staff member who will act as an official “buddy” for new to the district veteran teachers to be there to answer any questions these individuals might have
- Verifying the New Teacher/ Special Service Inductee and Formal Mentor Teacher’s completion of the mentor process (logged 15 contact hours and attendance of required meetings)
- Coordinating dissemination of essential first year information to all Inductees
- Conducting regular meetings with Inductee (and Mentor Teacher when appropriate)

Meetings might include:

1. Establishing written goals with learning tasks for each goal
2. Discussion of evaluation process
3. Ongoing review of specific teaching assignment responsibilities

Mentors

Mentor teachers will be selected to provide assistance with the orientation and skill development of the inductee. The process for selecting mentors will include recommendations by the building administrator. The administrator shall consider performance evaluations, leadership qualities, organizational skills and personality when making recommendations. Consideration for mentorships will also include willingness of individuals to be a mentor, grade level experience, proximity to the inductee, and similarities of styles. Specific responsibilities include, but are not limited to:

- Completing *Mentor Teacher Orientation* prior to providing mentoring support
- Attending Inductee/Principal meetings, if asked by the inductee, focusing on tasks such as helping to develop overall goals/learning tasks for the Inductee (up to 3 hours logged on appropriate District form)
- Formally meeting with Inductee or Inductees regularly, with contact weighted heavily in the 1st semester (a minimum of 15 total hours logged on appropriate District form). **For mentors mentoring more than one mentee:**
 - Group mentee meetings are acceptable for a majority of the required meeting times.
 - Individual mentee/mentor meeting times should be scheduled (a minimum of one hour, per quarter, or as needed).
- Making periodic peer observations (at least one per quarter in the 1st semester and one more in the second half of the year, for a minimum of **three observations**).
- Familiarizing Mentee with building facilities, procedures, policies, duties, and expectations

- Reviewing, as needed, curriculum and standards-based education in Monte Vista School District
- Providing materials and resources as needed
- Making available, when possible, instructional support through modeling, observations and/or peer coaching
- Offering informal collegial assistance and encouragement
- Aiding Inductee with implementation of educational strategies (i.e. follow-ups from Induction Workshops)
- Meeting with the induction coordinator in order to provide feedback, evaluate the process, duties, and training in order to improve mentoring
- Submitting quarterly meeting hours and peer observation forms to induction coordinator
- Completing a post-induction mentor survey

New Teacher/ Special Service Provider Induction Participants

As a new teacher, special service provider (less than a year's teaching experience) and/or holder of an Initial License, the Inductee responsibilities include, but are not limited to:

Year 1

- Attending *New Teacher Orientation* (2 days)
- Completing at least four of the eight *Induction Workshops, including the monthly reflection papers/conferences.*
- Meeting with Mentor Teacher regularly (a minimum of 15 hours logged on appropriate District form)
- Establish written goals with learning tasks for each goal for the quarter, semester, or year (mentor teacher, instructional coach, or principal can be asked to assist with goal writing)
- 4 classroom observations by Instructional Coach, one per quarter, focusing on progress towards individual learning goals.
- Attending necessary Inductee/Administrator meetings (a minimum of 3 hours logged on appropriate District form)
- Requesting and making use of available resources in the areas of school procedures, policies and curriculum as needed (i.e. ASK QUESTIONS...see mentor checklist)
- Submitting appropriate documentation to induction coordinator upon completion of the first year's mentoring process (meeting log forms)

Year 2

- Completing the remaining workshops, with corresponding reflection papers/conferences
- 4 classroom observations by Instructional Coach, throughout the year, focusing on progress towards individual learning goals.
- Completing and submitting a reflection paper/conference
- Completing and submitting a post-induction participant survey

Veteran Teacher with a Professional License/ Special Service Provider new to the organization.

As a teacher, special service provider new to the district but holding a Colorado professional license or Out-of-state professional license, the teacher responsibilities include, but are not limited to:

Year 1

- Participation in the pre-service *New Teacher Orientation* training to discuss district and building expectations and complete financial, benefits and personnel paperwork (2 days)
- Establish written goals with learning tasks for each goal for the quarter, semester, or year
- Classroom observation by Instructional Coach, each quarter, focusing on progress towards individual learning goals
- Ongoing support meetings (as needed) with the Instructional Coach to discuss progress towards goals, feedback from observations, etc.

Year 2

- Meeting with the Instructional Coach at the beginning of the year to establish written goals with learning tasks for each goal.
- Formative observations throughout the year focusing on individualized learning goals.

Induction Coordinator/Instructional Coach

The Induction Coordinator will design a specific induction program which will vary according to the position and experience of the induction participants. However, there will be common elements and professional skill development for all inductees. Although the Induction Coordinator will have overall responsibility for ensuring that the induction program is carried out, they may be able to delegate certain aspects of the program to other staff that have specific skills, knowledge or expertise. Responsibilities of the Induction Coordinator/Instructional Coach will include, but are not limited to:

- Identifying specific needs of the Induction participants and tailoring the course to fit those needs
- Coordinating, providing training, evaluating the effectiveness and supervising the mentors in the program
- Leading monthly professional skill development workshops
- Providing a minimum of 4 observations per quarter with new teachers and 2 per quarter for “new to the district” veteran teachers with corresponding feedback. Observations may be in the form of walk-throughs, formals, co-teaching and modeling strategies within the classroom, or a combination of the three, based on teacher need
- Meeting regularly with the new employee to review progress, give feedback, and identify outstanding areas for growth
- Supporting the development of new educators by acting as a coach, not an evaluator

Professional Skill Development

Initial license holders need support and guidance to gain expertise in a multitude of educational tasks. The district Induction Coordinator/ Learning Coach, mentors, administrators and the inductees themselves will generate specific strategies to address areas of needed support. Workshop sessions will be held monthly to address these areas and inductees will be required to attend these sessions.

Session topics will be based on the Quality Standards for teachers, identified in the Colorado Educator Effectiveness Evaluation System that measure professional practice: content knowledge, establish classroom environment, facilitate learning, reflect on practice and demonstrate leadership.

A schedule for workshop sessions and topics will be developed by the Induction Coordinator or Instructional Coach and shared with Inductees.

Suggested Activities for Mentors to Assist New Teachers

Help the new teacher prior to the opening of school:

- get to know the community
- become familiar with school and district layout
- set up classroom

Provide initial orientation for new teachers at the start of the school year to cover such topics as:

- opening day procedures
- daily schedules
- lesson plans for first day/week
- room environment
- obtaining instructional materials and supplies
- knowing school support personnel

Sharing practical information such as:

- ordering materials/films
- curriculum and assessment information
- Positive Behavior Interventions and Supports (PBIS)
- grading/record keeping (Use of Infinite Campus)
- report cards
- goal setting/parent conferences
- open house
- preparation for substitutes

Providing on-going emotional support, someone to talk to either individually or in school-site support teams:

- planning time
- before or after school
- lunch time
- socially

Sharing your knowledge about:

- school culture/protocol/rituals and traditions
- resource materials
- unit and lesson planning
- effective teaching strategies
- curriculum planning
- professional development plans and licensure
- preparing for the evaluation process

Assisting new teachers with:

- working with special needs students
- working with paraprofessionals
- classroom management strategies
- policies and procedures on student discipline
- student motivation

Professional dialogue such as:

- **engaging them in reflection and self-analysis of their own teaching**
- coaching and offering feedback in a safe, non-evaluative way
- sharing your philosophies and dreams

Mentor Checklist

While not an exhaustive list nor applicable across the board at all buildings, the following provides a mentor with things to keep in mind and possible topics of discussion. I have:

- Exchanged contact information.
- Stressed the importance of having an engaging lesson on the first day of school instead of simply going over rules and policies.
- Helped create the most effective room setup.
- Modeled professional behavior through my interactions with colleagues, bell-to-instruction, a variety of instructional strategies, valid assessments, timely return of assignments, and a positive yet honest, realistic attitude.
- Discussed homework, late work, grading, and attendance policies and discussed a few effective classroom techniques and strategies.
- Ensured that mentee is provided copies of the state standards.
- Discuss strategies for capturing kids' hearts, developing a social contract, meet/greet at door, good things, launch, 4 questions, etc.
- Provided sample syllabi and course overviews
- Given an example of a greeting letter to parents for the new school year.
- Given an example of a student information sheet or questionnaire about learning styles.
- Provided instructional supplies and explained how to obtain them in the future.
- Shown where extra materials are located and how to go about obtaining them.
- Given him/her the copier code or insure that inductee has one assigned to them.
- Introduced him/her to essential personnel.
- Shared the building PBIS Expectation Matrix, acknowledgement system, and process for implementation
- Explained how to call in an absence or late arrival.
- Discussed fire drill, lock down and crisis procedures.
- Shown where to get information regarding school delays (late start) and closings.
- Emphasized the importance of creating three days of emergency lesson plans.
- Given a copy of an Office Referral and explained how to implement them into the mentees classroom management plan.
- Spoken about the importance of being firm yet fair with students early in the year.
- Discussed his/her disciplinary plan through development of classroom norms and procedures.
- Discussed how to use Infinite Campus, Alpine Achievement, Galileo Assessment System, etc.
- Share strategies on making and recording parental contact.
- Discussed strategies and behaviors for Back-to- School Night and shared a parent information sheet for that evening.
- Reviewed a system for documenting situations concerning students.
- Discussed setting goals that we will review at the semester break.
- Set aside time during the first month of school and subsequent teacher workdays to be in contact.

Successful Completion of Program

In May of the inductees' second year (depending on individual program pacing), the inductee will complete a final reflection paper and submit to the Induction Program Coordinator a signed and initialed checklist showing successful completion of all required components of the Induction Process, set forth in the Induction Handbook. Once the documentation is complete, the inductee will be awarded a certificate of completion from the Monte Vista School District. This certificate is necessary to procure a Colorado Professional Teaching License.

Reflection Paper: Your reflection paper is a closure piece to your Induction process. The reflection is in no way an evaluation of you, but rather an opportunity for you to reflect on what you have learned and experienced in your first two years of teaching here at Monte Vista School District. As with any reflective writing, this will need to contain an element of self-evaluation where you consider what worked, what didn't work, and what you might do or have done differently. As you think and write about your first two years, please address what was particularly meaningful to you as a teacher and learner. A one to two page reflection will suffice. (year 2)

Induction Program Checklist

Inductee _____ Mentor _____

<input checked="" type="checkbox"/>	Induction Activity	Date Completed
	Copy of initial, temporary, or alternative license has been given to building administrator and Administration office (August, year 1)	
	Assigned a mentor by the administrator or supervisor by the first week of school. (year 1), if applicable	
	Attended New Teacher Orientation	
	Attended all teacher induction workshops (over 2 year period)	
	Reflection paper has been submitted to the Induction Coordinator by May of Inductees second year with Monte Vista School District.	
	Inductee and mentor have met formally for at least 15 hours. Log submitted. (year 1)	
	Mentor Observation forms submitted to Induction Coordinator (3 total, year 1)	
	Completed a post-induction survey	

Inductee Signature _____ Date _____

Mentor Signature _____ Date _____

Administrator Signature _____ Date _____

Monte Vista School District

INDUCTION VERIFICATION

Inductee's Name _____

School _____

Mentor _____

Completion Date _____

We certify that all requirements of the Induction Program have been met.

Inductee's Signature _____

Mentor's Signature _____

Administrator's Signature _____

Please return this form, along with the following to induction coordinators:

- **Final reflection Paper**
- **Induction Program Checklist**
- **Log of Mentor/Administrator hours**
- **Post-induction Survey**

Induction Coordinator _____

Signature _____

Date _____

