

2019-20

Teacher Induction Program

Regulations



Highly effective people spend an inordinate amount of time and energy listening (Covey, 1989). Some psychologists believe that the ability to listen to another person, to empathize with, and to understand their point of view is one of the highest forms of intelligent behavior. Being able to paraphrase another person's ideas, detecting indicators (cues) of their feelings or emotional states in their oral and body language (empathy), accurately expressing another person's concepts, emotions and problems—all are indications of listening behavior (Piaget called it "overcoming ego-centrism"). They are able to see through the diverse perspectives of others. They gently attend to another person demonstrating their understanding of and empathy for an idea or feeling by paraphrasing it accurately, building upon it, clarifying it, or giving an example of it.

DESCRIBING the 16 HABITS OF MIND
By Arthur L. Costa, Ed. D. and Bena Kallick, Ph.D.

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Brighton's Induction Program

Goals of the Program

- To develop the capacity and confidence of our teachers
- To enrich all teachers' knowledge about teaching and learning
- To minimize the transition to the district thus maximizing student learning and development
- To provide opportunities for participating teachers to grow professionally
- To understand and embrace the values and vision of the district
 - *Mentoring support is required for position 0.5 or higher regardless of the job title (long-term substitute, part-time, probationary).*

Benefits of the Program

For New Teachers

A relationship with a mentor-

- helps to improve the new teacher's self-confidence
- increases levels of teacher success and retention
- provides essential information, support and advice
- helps the new teacher to grow professionally
- encourages the new teacher to reflect on his/her progress

For Mentors

Acting as a mentor

- allows for a refreshing view of his/her own work
- encourages reflection on his/her own teaching skills
- is a personally rewarding form of professional development
- helps establishing relationships with peers

Mentor's Role

- Offering emotional, physical instructional and institutional support
- Creating challenge that is goal driven, data-focused, and thought-provoking
- Facilitating a professional vision that has high expectations for self and students; lifelong learning; and professional identity

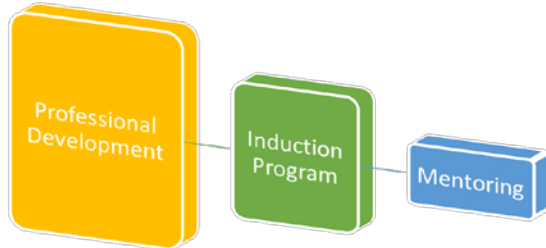
Confidentiality

We believe that in any successful mentoring relationship the new teacher must trust that whatever is shared with his mentor will be kept confidential. New teachers should have the ability to explore various teaching methods without fear that her questions and efforts will be used as part of the evaluation process. The mentor's role is to be supportive and not to act as a formal evaluator.

Induction Program Components

The Induction Program is part of a larger system of professional development programming described in the District's Professional Development Plan.

Mentoring is a component of the Induction Program with a separate curriculum that supports teacher leadership and a cognitive approach to teaching and learning.

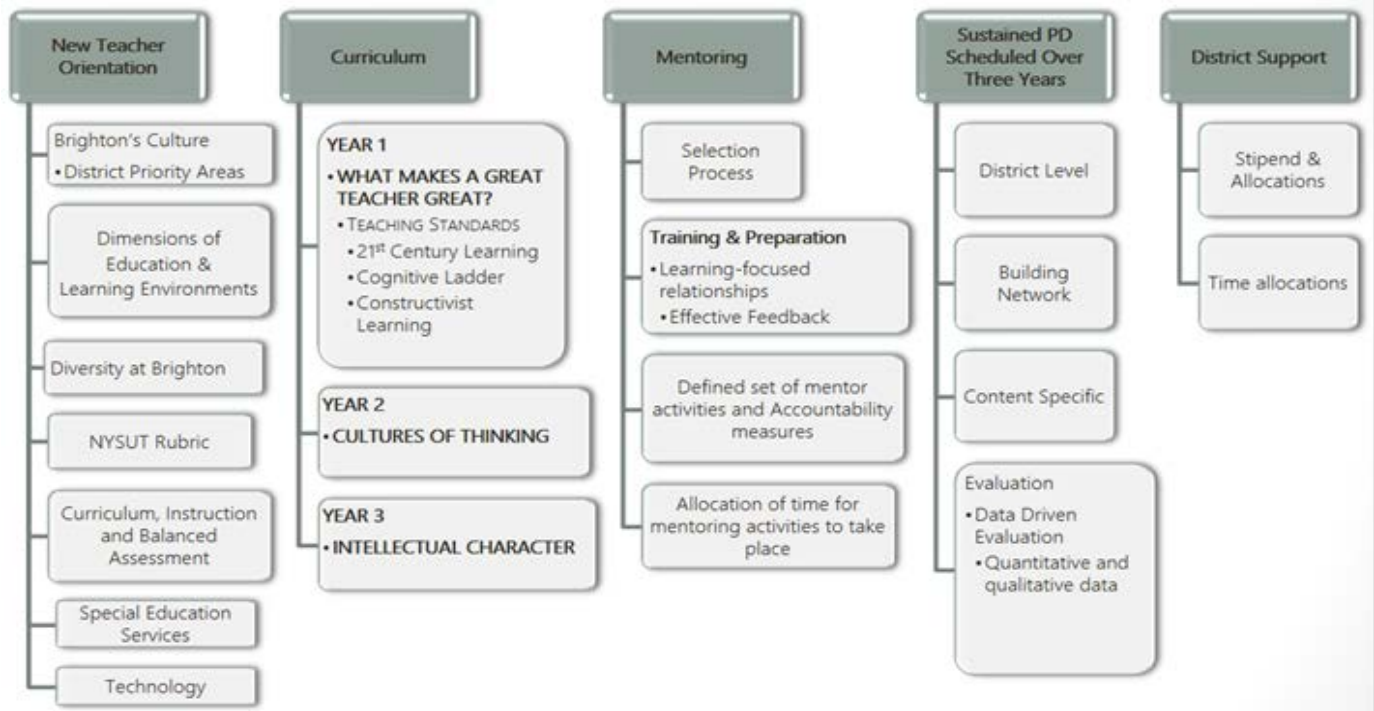


The Program's five main components are: New Teacher Orientation (NTO) where new teachers get the basic tools and supports to start the school year with confidence; a curriculum that supports the District's priorities and it evolves as educational research evolves; a mentoring component, where tenured teachers develop the skills of a coach; a structured professional development, where new teachers become part of a learning community and evidence of effective practice is collected; and a management system supported by the district where time and resources are allocated to make the Induction Program a sustainable and effective program.

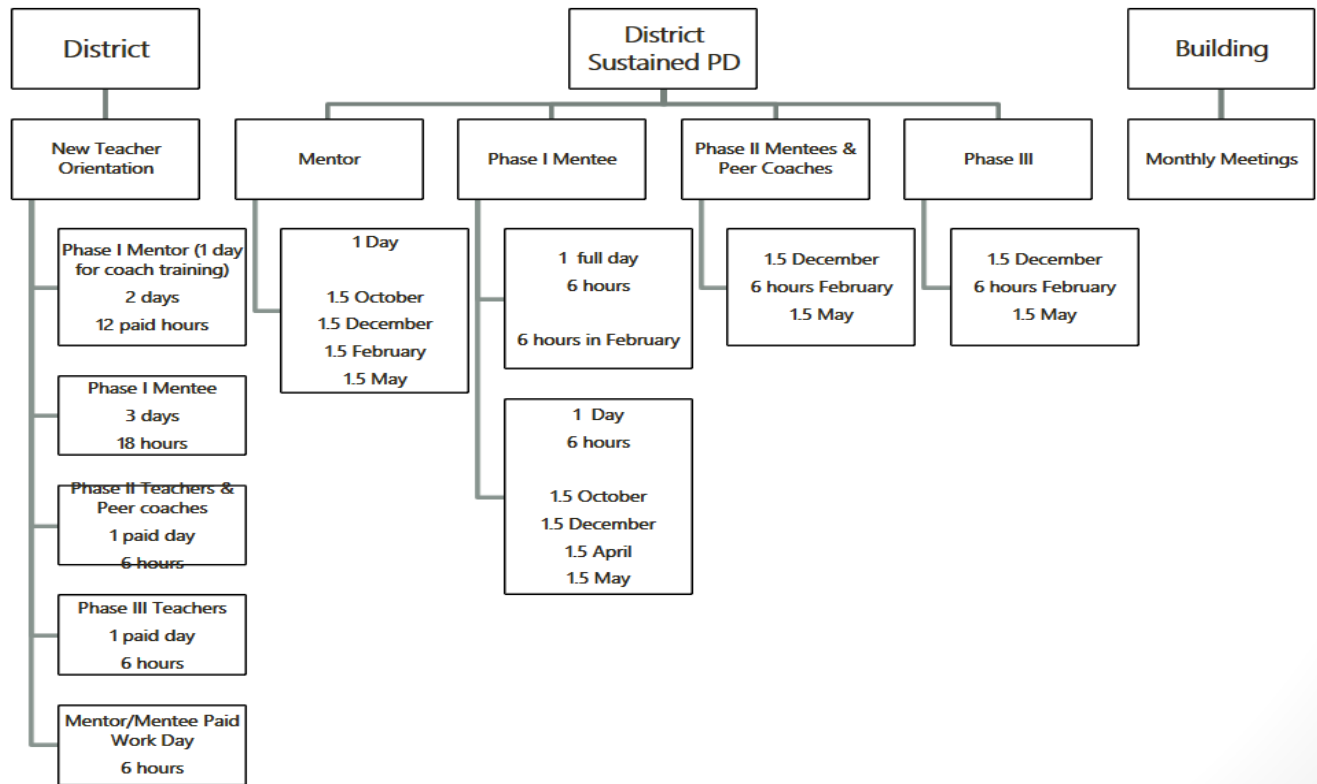
Induction

“System wide, coherent, comprehensive training and support process that continues 2 or 3 years and then seamlessly becomes part of lifelong professional development program of the district to keep new teachers teaching and improving toward increasing their effectiveness.”

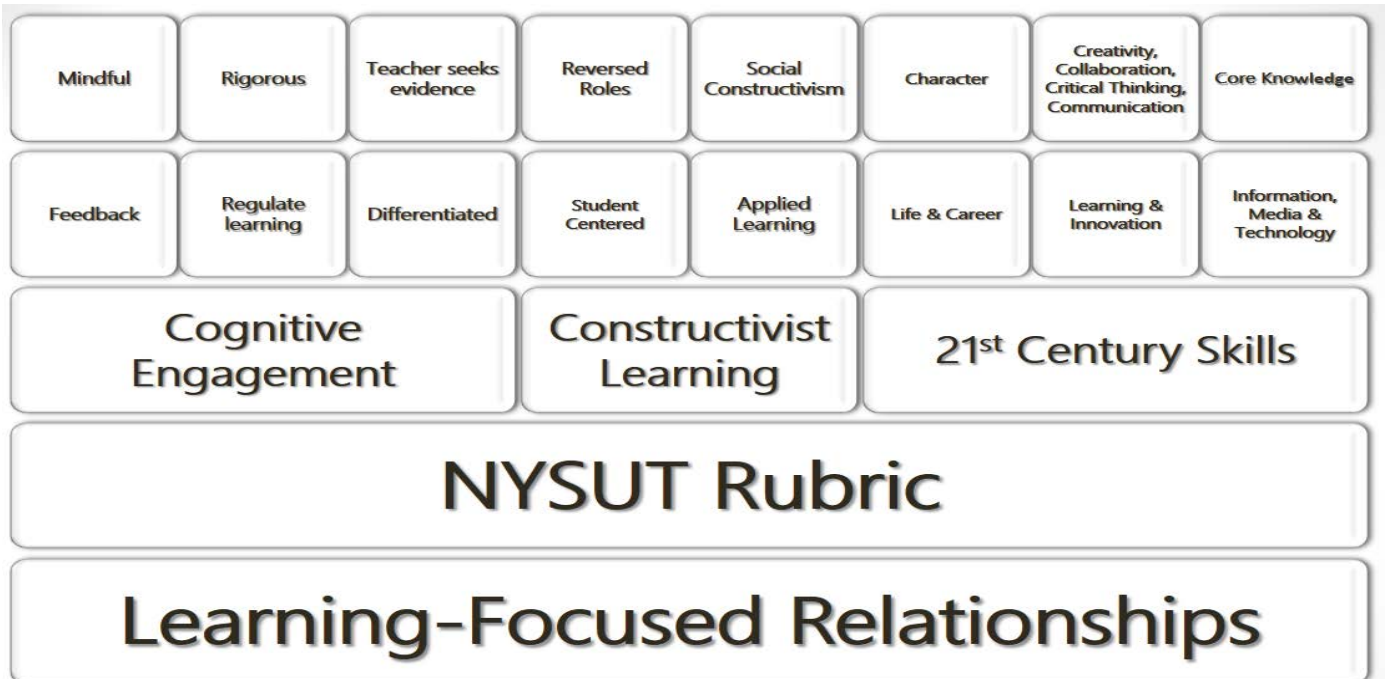
Harry K. Wong



Time Allocations



Curriculum



Phase I

Roles and Responsibilities

All teachers who are new to the district (regardless of teaching experience) will be placed in a Phase I mentoring situation.

Teacher-

- Attend **three** days of summer training (as per contract)
- New Teacher Orientation (NTO)
- Work **one paid** summer day with mentor to prepare the classroom and plan the curriculum for the opening of school.
- *New teachers (Mentees) get paid six hours of summer work to prepare for the first day of school (summer payroll voucher form)*
- Attend meetings scheduled throughout the school year
- Use a needs assessment with the mentor to identify areas of strength and growth
- Meet with mentor at least **once** per cycle (6 days) *to discuss student work and evidence of effective practice*
- Observe mentor at least **once** throughout the school year
- Be observed at least **twice** times per year by mentor
- Complete end-of-the year evaluation
- Complete portfolio (to be submitted to direct supervisor)
- *Portfolio is mandatory the first year of the Induction Program*
- *Portfolio is an optional activity for part-time teachers and long term substitutes*
- Keep a log of all professional development activities (not already recorded in MyLearningPlan) throughout the school year and submit to the Brighton Teacher Center in first week in June.
- Consider next year's professional growth topic with mentor in the spring using the Setting the Stage for Phase II form

Mentor-

- Attend up to two paid days of mentor training
- Attend up to two days of New Teacher Orientation
- Work **one** summer day with the new teacher to prepare the classroom and plan the curriculum for the opening of school
 - *Mentors get paid six hours of summer work by the District to support the needs of the new teacher before the beginning of the school year*
- Introduce the new teacher to the classroom, school layout, resources and staff, community and other district sites
- Offer support, challenge and professional vision.
- Use a needs assessment with the new teacher to identify areas of strength and improvement.
- Help the new teacher develop professional goals for the school year.
- Inform the new teacher of local procedures and expectations of educators in the classroom, the school, and the district.
- Meet with the new teacher at least **once per cycle** to talk about joint work, students, and his/her reactions and ideas to teaching.
- Record meetings in MyLearningPlan using the Phase I Mentor Log and submit quarterly (November, February, and May)
- Attend trainings scheduled throughout the school year

- Invite new teacher to observe model lessons at least **once** a year to discuss effective instructional practices and openness to feedback about your teaching and its impact on student learning
- Observe the new teacher at least **twice** throughout the school year
- Record observations in MyLearningPlan using the **Mentor Observation Log** and submit the first week in June
- Mentor Observation Logs can replace a cycle's Mentor Log
- Use observation and conferencing skills to coach the new teacher
- Help the new teacher arrange other growth experiences (i.e. visits with others who model best practices, attendance at professional development workshops, etc.)
- Work with the new teacher to complete portfolio requirements
- Complete the Mentor Program Feedback survey in MyLearningPlan

Stipend-

- *Phase I mentors receive a stipend of \$1000.00 to perform the duties of mentor for a non-tenured teacher new to our district*
- *The stipend is paid in three installments throughout the school year as follows: First payment period in October, second payment period in December, and third payment period in June*
- *Mentors can use collaborative days for mentoring work*

Phase II

Roles and Responsibilities

Phase II support will be provided for those teachers who are in their second year in the Brighton Central School District and *who have not previously received tenure in the assigned area*. All other second-year teachers may opt to work with a peer coach if they so wish.

Teacher-

- Attend **one** paid day of summer training
- Attend **four** support meetings scheduled throughout the school year
- Be observed **two** times per year by mentor
- Observe peer coach **two** times per year
- Consider next year's professional growth topic with mentor in the spring
- Complete the end-of-the-year survey
- Keep a log of all professional development activities (not already recorded in MyLearningPlan) throughout the school year and submit to the Brighton Teacher Center in June

Peer Coach-

- Attend summer training (1 day over summer)
- A Phase II Peer Coach will be paid for 6 hours of professional development
- Attend **two support meetings** scheduled throughout the school year
- Help the new teacher locate needed resources, equipment, and services
- Meet with the new teacher at least two times per month
- Record meetings in MyLearningPlan (MLP) using the Phase II Peer Coach Log and submit quarterly via MLP (November, February, and May)
- Be observed **two** times per year by new teacher
- Record observations in MyLearningPlan using the Mentor Observation Log
- Mentor Observation Logs can replace a cycle's Phase II Peer Coach Log
- Observe new teacher at least once per year
- Help the new teacher arrange other growth experiences (i.e. visits with others who model best practices, attendance at professional development workshops, observations etc.)
- Support the new teacher as he/she works to complete portfolio
- Complete mentor-mentee log and turn in to the Brighton Teacher Center quarterly
- Complete the end-of-the year survey

Phase II Allocation-

- *Phase II Peer Coaches receive an allocation of \$500.00 payable in classroom supplies and/or professional development opportunities.*
- *Supplies will be ordered two times during the school year. Orders must be submitted to the Teacher Center by the last Friday in November and the last Friday in April using the Phase II order form.*
- *A Peer Coach's allocation must be spent by the last Friday in April for both classroom supplies and professional development opportunities.*
- *A Peer Coach's allocation can't be spent before the first mentor/mentee log submission, which is due the second week in November.*
- *Professional development opportunities are accepted throughout the school year until the due date for allocation spending (by the last Friday in April).*
- *Supplies and materials purchased with the allocated amount belong to the district and are managed by the teacher for as long as he/she is employed by the District.*

- *Damages and expenses incurred in repairing any equipment purchased with the allocated funds are not the Teacher Center responsibility.*
- *Personal funds cannot to be matched with the Peer Coach's allocation to purchase any supplies or materials.*
- *Technology related items or books intended to replace the ones supported by the curriculum maps must be true to the District's request process. Contact the Teacher Center Director for more information.*

Phase III

Roles and Responsibilities

Phase III support will be provided for those teachers who are non-tenured and are in their third year of employment with the district. No "formal" mentor will be provided.

Teacher-

- Attend one paid summer day
- Attend **four** support meetings throughout the year
- Keep a log of all professional development activities attended throughout the school year and submit to the Brighton Teacher Center in June
- Complete the end-of-the year survey

Mentor Selection

Application Process

Those interested in becoming a mentor should complete the **Mentor Application Form** and *self-assessment* provided by the Brighton Teacher Center via MyLearningPlan.

Those who apply should meet the following requirements:

- be tenured and permanently certified
- be professionally current in their subject area and teaching practices
- be recognized as an instructional leader in their field
- have good listening and facilitation skills
- have sufficient time required to meet with the new teacher
- show a willingness to grow professionally and participate in professional development initiatives

Once an application has been filed, it will be kept on file until the applicant withdraws it.

All applications will be reviewed by the Induction Committee, and a pool of potential mentors/peer coaches will be established.

Assigned mentors will be required to participate in mentor training (that will occur during the summer) to become a "certified" mentor. Once a teacher completes the training, he/she will need to renew his/her "mentor certification status" every **three** years.

Matching Mentors with New Teachers

The best effort will be made to match the new teacher with a mentor who meets the following criteria:

- is part of the mentor pool or has been recommended by the Director of the Brighton Teacher Center, administrators and/or coordinators
- is *tenured* and permanently
- certified in the *same area*
- is currently in the same assignment as the new teacher
- has completed or will shortly complete *mentor training*
- can attend New Teacher Orientation (NTO)
- works in *close proximity* to the new teacher

Matching Peer Coaches with Second Year Teachers

The best effort will be made to match the Phase II teachers with a peer coach who meets the following criteria:

- new teacher and Phase I mentor agreed to continue their partnership during the second year of the Induction Program
- Phase II teachers will have some say in determining their peer coach based on individual learning goals.
- Peer Coaches are not obligated to work with teachers they worked with in a mentoring capacity in the previous year (though they may).
- is part of the mentor pool or has been recommended by the Director of the Brighton Teacher Center, administrators and/or coordinators

Dealing with Mismatches

- Matches will be made as early as possible to provide support for the new teacher.
- In October, each mentor/ peer coach and new teacher will be asked (separately) if the match is working.
- Help and guidance will be provided to solve any issues that arise.
- A new match will be arranged if problems cannot be resolved.

- *If mediation is not effective, the coordinator has the responsibility to contact the Chair of the Teacher Center and the President of the Association for support and guidance*
- *The Teacher Center Director and the President of the Association convene on the selection of a new mentor*
- *The Director formalizes the status of the new mentor with the Human Resources and the Payroll Department*

Induction Program Committee

Composition

The Induction Program committee is comprised of the Brighton Teacher Center Policy Board, Brighton Teacher Center Director, school administrators and the Brighton Teacher Association (BTA)

Role of the Induction Committee

Comprised of a representative from each of the stakeholder groups, the Induction Committee:

- Selects and assigns mentors
- Reviews and evaluates the program
- Keeps files of all mentoring logs that state dates, time spent, and activities of the mentors

Role of the Induction Coordinator

- Chairs the Induction Program committee
- Collaborates with building administrators and the BTA president to assign mentors to new teachers
- Provides and arrange mentor/ new teacher training and professional development
- Adjusts the program as necessary to meet the needs of all teachers
- Assists mentors and teachers in solving any mentoring-related problems
- *Meets with mentor and mentee separately to mediate/guide and solve any issues that arise*
 - *If mediation is not effective, the coordinator has the responsibility to contact the Chair of the Teacher Center and the Association. The Teacher Center Director and the President of the Association convene on the selection of a new mentor. The Director makes the arrangements with the Human Resources office and the Payroll Department to make the necessary changes for the new mentor*
- Maintains all mentoring records for all new teachers and submit names of teachers who have met the mentor requirement for certification with Human Resources
- Meets periodically with mentors and new teachers
- Collects mentor logs on a quarterly basis
- Maintains confidentiality

Role of the Building Principal

- Meet with teachers by October 1st to establish goals and explain evaluation process
- Coordinate timely and building specific new teacher trainings to help support the new teacher as a member of the school community
- Support the mentor's work with the new teacher
- Respect mentor-new teacher confidentiality
- Supervise and evaluate new teachers
- Share suggestions for program improvement with the induction coordinator

Characteristics of Effective Mentors

(from Barry Sweeny, 1999)

An effective mentor is:

- Willing to serve as a mentor and to be approachable
- Foresighted, anticipating problems and preparing solutions in advance
- An excellent role model of a professional educator
- Sensitive to the evolving developmental needs, feelings, and skills of others
- Candid, but also positive, patient, encouraging, and helpful
- Committed to the success of their protégé
- Discrete, confidential, and astute in what is said and not said
- Nurturing, caring, and accepting
- A dedicated, enthusiastic, experienced, effective, and reflective teacher
- Emotionally stable, trustworthy, reliable, and self-confident
- A continual learner, open to the views and feedback of others and a risk taker
- Team-oriented, who sees diversity as a strength
- Adept at balancing maintenance of relationships and accomplishment of tasks
- Knowledgeable about the organization and its culture, mission, and values
- An effective listener and communicator
- Respected by others
- An effective leader and facilitator of both adults and students
- Non-evaluative
- *A mentor's role is to provide essential information, support and advice to a new teacher*
- Able to maintain an environment of trust with the end goal of increasing student achievement

General Mentoring Activities

1. Demonstration Lessons
2. Classroom Observations
3. Joint Summer Work Day
4. Classroom Walk-Throughs
5. New Teacher Needs Assessment
6. Curriculum Monitoring
7. Instructional Coaching
8. Overview of policies, procedures and duties
9. Discussion of room arrangement and utilization
10. Discuss parent conferencing and communication
11. Review student progress
12. Monitor behavior management in classrooms
13. Assist with special needs student cases
14. Lesson closure activity
15. Classroom Learning Transition activity
16. Homework Reflection Activity
17. Lesson Plan Review Activity
18. Assessment Reflection Activity

Areas of Support

Personal

- Contact the new teacher as soon as possible after she is hired
- Greet the new teacher on first day of orientation, escort him to meetings, and sit with him at those meetings.
- Quietly explain jargon and references for which he may not have background knowledge.
- Discourage the new teacher from volunteering for additional duties for at least the first semester.
- Stop by her classroom as often as possible to say hello.
- Invite her to stop by your classroom at any time.
- Include what the new teacher can expect from you and the new teacher's responsibilities as well.
- Discuss professional dress.
- Have new teacher complete a needs assessment to identify areas of challenge and concern.**
- Use data from the needs assessment to set collaborative goals for the mentoring relationship and professional goals for the year.
- Revisit those goals at least monthly.
- Explain the APPR by going over the process and the criteria.
- Help the new teacher prepare for the first observation cycle by doing some form of peer observation together and discuss teaching and learning using the district's teacher performance criteria (NYSUT Rubric).
- Assist with the start of a portfolio (artifact collection/evidence of Highly Effective Teaching) as required for the APPR. If available, share exemplars created by colleagues.
- Keep the new teacher apprised of professional development opportunities.
- Be a role model by always speaking professionally about administrative staff, support staff, and other teachers.
- Curriculum, Instruction & Assessment
- Debrief district and school curriculum meetings. Some terms and examples may have no meaning for the new teacher.
- Use the Curriculum Maps (Rubicon) and the standards to assist the novice teacher in chunking the year.**
- Curriculum Monitoring**
- Assist the new teacher in creating detailed plans for the first week of school.
- Provide an overview of the standardized testing program.
- Provide ready-to-use and field-tested lessons or units based on the district's learning standards.**
- Let the new teacher know that you have an open files and open door policy.
- Discuss formative assessment and the role of growth-producing feedback.**

Organizational Systems

- Explain procedures for attendance, email, voice mail, etc.
- Coordinate with department chair, grade level, or team leader to ensure that the new teacher has all necessary materials.
- Discuss and share examples of bus/hall passes, fire drill sheets, referral sheets, etc.
- Help new teacher obtain necessary furniture, materials, and supplies.
- Help new teacher set up the classroom.
- Go over district and school calendars.
- Share strategies for organizing instructional materials.
- Discuss strategies for organizing the paper work and emails to and from school and district offices.
- Verify that the new teacher's voice mail and email systems are functioning smoothly.
- Go over procedures for collecting fees.
- Explain the after-school bus system.

- Provide guidance, and if possible, exemplars of substitute folders.

Students

- Work with the new teacher to identify necessary procedures and routines.
- Help her plan how to organize for, model, and teach the procedures and routines.
- Provide the new teacher with a calendar of extracurricular events.
- Encourage him to attend a few events to get to know students outside the classroom.
- Brainstorm strategies for learning the names of all students by the end of the first week.
- Discuss the importance of community building activities during the first week of school.

Colleagues

- Work with your principal in planning the induction program for the novice teacher. Keep her informed about your mentoring activities.
- Introduce new teachers to all appropriate staff members.
- Explain the support services available and provide a list of the names of providers at the school and district level.
- Go over policies, possibilities, and potential pitfalls of working with paraprofessionals.
- Discuss relationships and co-teaching with regular or special educators.
- Explain the support services available and provide a list of the names of providers at the school and district level.

School and School System

- Provide overview of procedures and policies.
- Use the district or school handbook
- Go over policies, possibilities, and potential pitfalls of working with paraprofessionals.
- Explain which resources will and will not be provided.
- Review procedures for fire drills and school crisis plans.
- Explain how the special education referral and pre-referral process works.

Parents and Community

- Explain the importance of early home contact and assist the new teacher in thinking through how to establish positive partnerships with parents.
- Have the new teacher listen in on your parent phone calls.
- Discuss the importance of keeping parents informed about curriculum, course content, and important dates throughout the year.
- Share newsletters and other modes of parent communication you and other teachers have found successful.
- Explain how community resources including the school/business partner and other programs outside the school system can provide additional support to the school.
- Explain how email as well as classroom and school websites are used as communication tools.
- Discuss Back-to-School Night outcomes, agenda, and presentation ideas.

Specially for Special Educators

- Explain the referral process used in the district with details about how the process operates in the school.
- Supply a list of key personnel at the school and district, their responsibilities, and contact information for each of them.
- Explain and provide models of paperwork requirements, procedures, and time lines for child study, evaluations, and IEPs.
- Coach the new teacher in the use of technology and software programs for IEP preparation.
- Explain district policies about aligning IEP goals with district or state learning standards.

- Model preparing an IEP.
- Model and/or co-facilitate an IEP meeting.
- Discuss methods of documenting progress toward meeting IEP goals and grading policies and procedures for special education students.
- Provide an overview of the norms and practices around curricular adaptations, inclusion, and co-teaching. Assist the new teacher in reviewing his caseloads and reading IEPs.
- Go over student performance on the previous year's standardized testing and discuss performance in relation to adequate yearly progress.
- Assist the new teacher in accessing general education curriculum materials including student texts and teacher's manuals.
- Provide an inventory of supplies and instructional materials available in the department and explain the process for ordering additional supplies and instructional material.
- Provide overview of alternative assessments available for students with special needs.
- Discuss strategies for early contact with parents and suggest setting up introductory meetings to establish a positive context for future interactions.
- Provide an overview of the norms and practices around curricular adaptations, inclusion, and co-teaching.
- Assist the new teacher in reviewing his caseloads and reading IEPs.
- Go over student performance on the previous year's standardized testing and discuss performance in relation to adequate yearly progress.
- Review accommodation forms and guide the new teacher in completing the forms.
- Either provide or help the new teachers prepare a calendar of when IEPs are due.
- Discuss role of teaching assistant, one-on-one aides, and related service providers.
- Discuss with the new SpEd teacher the best way to introduce herself and her students to the general education teachers with whom they will be working.
- Check on the new teacher's experience with and skills for working with paraprofessionals and provide guidance as appropriate.

SELF-SURVEY: SHOULD I BECOME A MENTOR ©Barry Sweeny

This checklist is based on the characteristics of effective mentors and is designed to help educators who are thinking about becoming mentors. Please place an (X) in the column that represents the degree to which the statement characterizes the way you see yourself. This survey should be completed before you complete a mentor application form and should be returned with that application.

Agree, 2. Somewhat Agree, 3. Somewhat Disagree, 4. Disagree

QUESTIONS		1	2	3	4
1	I see myself as being people oriented; I enjoy working with other professionals.				
2	I am a good listener and respect my colleagues.				
3	I am sensitive to the needs and feelings of others.				
4	I recognize when others need support or independence.				
5	I want to contribute to the professional development of others and share what I have learned.				
6	I find rewards in service to someone who needs my assistance.				
7	I am able to support professional growth and help others without taking charge within a professional framework.				
8	I am able to adjust my schedule to more effectively meet the needs of others.				
9	I usually am patient and tolerant when teaching someone.				
10	I am confident, secure in my knowledge, and try to remain up-to date.				
11	I enjoy the subject(s) I teach or the position I hold.				
12	I set high standards for my students and myself.				
13	I use a variety of methods to enhance student learning. My students are engaged in active learning.				
14	Others look to me for information about subject matter and methods.				
15	Overall, I see myself as a competent professional.				
16	I use my strengths to support my colleagues.				
17	I am able to explain things at various levels of complexity and detail.				
18	Others are interested in my professional ideas.				
19	I am familiar with my state's content and performance standards and use the standards to inform my teaching.				
Total number of checks in each column					