

Teacher Induction Plan Chattooga County Schools

Mission

Enable all students to become productive, contributing citizens who can communicate effectively, gather and use information, make responsible decisions, utilize technology, and adapt to the challenges of the future.

Vision

Preparing students for success through a rigorous education with high academic standards in schools where students want to learn, parents want their children to attend, and teachers want to teach.

Rationale

Teachers are the most important school-related factor in determining student success. Research suggests that one effective teacher can accelerate students' learning over more than one grade level, while an ineffective teacher can cause students to fall behind. Strong induction processes will ensure effective teachers stay in the classroom and ineffective teachers are supported to become effective teachers. Research shows teacher turnover can be significantly reduced with a focus on improving instruction when supported by an intensive, mentor-based induction program (South Carolina Department of Education, 2006).

District Level (Required Components)

1. Establish a culture that creates and supports an effective teacher induction program.
2. Create a vision, mission and goals for the district's induction program.
3. Develop a comprehensive teacher induction program that outlines the components and processes to ensure teacher effectiveness.
4. Clearly communicate goals and expectations of an effective induction program.
5. Provide and support on-going professional learning that is aligned with the needs of induction phase teachers to ensure success.
6. Evaluate the program for effectiveness based on data collected.
7. Provide the resources needed to sustain an effective induction program including a **(stipend)** for the mentor.
8. Provide criteria for the recruitment and selection of mentors.

Building Administrators (Required Components)

1. Establish a school culture built on collegiality that supports professional collaboration among induction phase teachers and veteran teachers which is inclusive of all staff.
2. Commit to the vision, mission and goals of the district's induction program.
3. Ensure implementation of the district induction program.

4. Ensure working conditions that allow time/support for the induction phase teacher's growth and development. (E.g. limited preparations, extracurricular, etc.)
5. Create conditions that support the relationship between the mentor and the induction phase teacher. (i.e. time, location, common planning)

Mentors (Required Components)

1. Provide instructional, professional, and personal support to induction-phase teachers.
2. Always use effective communication and collaboration skills to support induction phase teachers.
3. Coordinate interventions and professional learning experiences to encourage growth and development of induction-phase teachers.
4. Serve on the Induction Phase Teacher Support Team.
5. Mentor- weekly checks for August-December and January -May, monthly checks (keep a log of items discussed to submit at the end of the year).
6. Do not assume new teachers already know everything. Help to explain the checklist for the first days of school.

Initial Needs:

- Look at previous year's yearbook (if available) to familiarize yourself with school staff and events.
- Determine classroom needs and find out if the items are provided by your school.
- Procedures and location for equipment (copier, laminator, mailbox, etc ...)
- Locate copy room, supply room, and teacher resource room or location.
- Locate permanent records and find out the process to check them out.
- Obtain key to room.
- How and where to get supplies
- Emergency plan and exit routes
- Get a district and/or school calendar.
- Inner office mail/courier procedures

School Procedures:

- Lesson Plans & Procedures (specific format, are they turned in periodically)
- Procedures for notes from home (attendance notes sent to the office?)
- Lunch details (prices, when to go, where you sit, clean up, etc ...)
- Procedures for collection of any money (i.e. snack money)
- Procedures for lunch money
- Check out procedures
- Recess Procedures
- Activity/Electives/Specials Procedures
- Dismissal Procedures & List
- Faculty Meetings
- Open House/Parent Nights

Grades and Attendance:

- Infinite Campus - how to navigate, take attendance, and enter grades
- Attendance and tardy procedures

Assessments and Documentation:

- Documentation Process (collecting and distributing parent paperwork)
- CRCT testing and reports
- RTI support

Other Needs:

- Supply a means to maintain standards/framework/materials.
- How to conduct a parent conference
- Classroom management
- Timeliness

Induction-Phase Teacher (Required Components)

1. Attend New Teacher Induction.
2. Attend a ½ -day induction on your campus before school starts.
3. Commit to the vision, mission, and goals of the district's induction program.
4. Work with principal to set up times for new teachers to observe model teachers within the school/district.
5. Familiarize yourself with the standards for the courses and grade levels you teach.
6. Understand and ask questions regarding RTI support:
 - Identify students who are in the tier process.
 - Location of interventions
 - Understand progress monitoring.
 - Conducting data meetings
7. Be prepared and lead parent conferences in a professional manner.
8. Provide classroom management expectations.
9. Adhere to expectations regarding timeliness/class preparedness/flexibility/other duties and responsibilities.
10. Your school is a safe environment. Accept the responsibility to be open and candid concerning needs for positive growth and development.
11. Participate in all facets of the induction program to ensure teacher effectiveness and to improve student growth and achievement.
12. Keep a log of all meetings with your mentor.
13. If you are not sure, please ask questions.

Explanation of the Induction Phase Teacher

Mentors will be assigned to teachers for one year based upon the individual's years of experience.

A **Phase One** teacher is any individual who has been hired into a permanent teaching position at any time throughout the school year and is considered a first year teacher. A "first year teacher" should be new to the profession and have zero years of teaching experience. Teachers are considered "phase one" until successfully completing all phase one induction requirements with the support of a mentor.

A **Phase Two** teacher is any individual who has successfully completed the phase one requirements. Phase two teachers will require minimal support and are considered "phase two" until successfully completing all phase two induction requirements.

A **Phase Three** teacher is any individual who has successfully completed phase one and two as required. The following scenarios would be considered "phase three:"

- An individual with three or more years of experience and new to the county
- An individual with three or more years of experience and has transitioned to a new grade level or teaching a new content within the county
- An individual with three or more years of experience and has transitioned to a new school within the county

A **Phase Three** teacher will be invited to participate in the phase 2 professional learning sessions at the principal's discretion and will not require a mentor.