

**District 49 Teacher Induction Packet**

Educator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School/Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grades/Subjects Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lead Mentor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\

**Professional Development Hours Year 1**

Inductees are required to complete a minimum of **30 professional development hours** during year 1. Professional development activities must align with the educator’s professional learning plan and meet all zone/building and department requirements. A maximum of 8 hours of induction credit may be awarded per activity.

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| Focus Area/ Course Title | Date(s) | Types of Training (PLC, Conference, PD Day,etc.) | Contact Hours |
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| **Total Hours** | | |  |

**Mentoring Hours Year 1**

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| **July** | |
| * Tour Building (entrances, alarm codes, office, mailboxes, lounge, parking, introduce key building personnel, teacher restrooms, library, music, gym, copy machine/code, location of shared curricular materials, etc.) * Review state standards, instructional framework, curriculum & curricular resources   + Access to curricular materials & resources   + Expectations for developing and submitting lesson plans * Review district and zone mission and vision; share building mission and vision * Review how to access Board of Education policies (mandatory reporting, health, safety, harassment, substance abuse, non-discrimination, and bullying) * First day expectations and schedule * Communication with stakeholders   + Expectations for parental/guardian communication     - How to make parent contact lists in email   + Website/ teacher pages | * Classroom rules, expectations and procedures for a positive learning environment * Share school-wide behavior philosophy and management program/protocols   + Discipline procedures/office referral * Attendance procedures * Discuss ways to set up the classroom for optimal learning * Emergency procedures * Bell schedules/Early dismissal/Late start schedules * Duty assignments * Team Planning Times/Meeting Times * PowerSchool- attendance and grades * Review individualized plans including IEP / 504/ ALP/ ELP / MTSS/ READ Plans- discuss accommodations and the importance of meeting the plan requirements * Staff handbook and professionalism * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Mentoring Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Total Mentoring Hours for July** | | | | | |  |

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| **August** | |
| * Staff leave/ guest teachers   + Requesting a guest teacher in Aesop   + Personal day approval procedures   + Guest teacher lesson plan expectations & emergency sub plans * Assessment   + Benchmark procedures, dates, and materials   + Review initial benchmark results * Online platforms: (i.e. Alpine Achievement, Acadience, Schoology, etc.)   + Other platforms: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Homework policy/absence policy/ grading procedures & policies * Evaluation   + Discuss, clarify, and answer questions regarding the evaluation process (following annual admin evaluation orientation)   + Support with self-assessment and goal setting process   + Support with Student Learning Outcomes (SLOs) * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Mentoring Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Total Mentoring Hours for August** | | | | | |  |

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| **September** | |
| * Using assessment data to drive instruction * MTSS Plans   + MTSS Procedures   + Progress monitoring   + Communication with parents * READ Plans (K-3)   + Review READ Act Handbook   + Progress monitoring SRD students   + Update/create READ/MTSS Plans   + Communication with parents * Field Trips   + Procedures & expectations   + Permission slips   + Medication | * Communicating student progress with parents (progress reports, report cards, grading expectations, parent-teacher conferences, student work samples, etc.) * Review emergency procedures * Ongoing discussions of instruction, teaching strategies, classroom management * Discuss mentee’s primary concerns/issues * Schedule Observation #1 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Complete observation section below) * Schedule observation debrief between mentor/mentee * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Mentoring Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Total Mentoring Hours for September** | | | | | |  |

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| **October** | |
| * Reflect on student achievement & growth   + Ensure accommodations are being documented (IEP, 504, ELL)   + Ensure MTSS and READ plans are being followed with fidelity and progress monitoring is occurring on a consistent basis   + Share tips on addressing concerns with parents   + Reflect on student behavior & learning environment     - Discuss concerns/issues | * Reflect on parent/teacher conferences   + Discuss preparation for formal evaluations/observations   + Check Aha Network for upcoming learning opportunities   + Self-care reflection * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Mentoring Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Total Mentoring Hours for October** | | | | | |  |

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| **November/December** | |
| * Assessment   + MOY Benchmark procedures, dates, and materials   + Review MOY benchmark results and set growth goals for the coming semester * Review and update READ plans * Semester grading/ finals   + Report cards   + Process for finals or summative assessments   + Dealing with missing assignments   + PowerSchool * Preview the end of semester activities/holiday activities | * Reflect on student behavior and classroom learning environment   + Strategies to maintain positive classroom culture * Discuss planning for second semester * Review mid-year evaluation process and reflect on progress towards goals * Complete Observation #2 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Complete observation section below) * Schedule observation debrief between mentor/mentee * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Mentoring Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Total Mentoring Hours for November/ December** | | | | | |  |

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| **January** | |
| * Review pacing calendar/ curriculum maps/ unit plans for the coming semester   + Student outcomes (formative and summative assessments)   + Discuss pacing of standards * Discuss how to help students set goals for the coming semester * Review professional goals and personal goals for self-care | * Discuss CMAS format and ways to prepare students * Check Aha network for upcoming courses and learning opportunities * Reflect on mentoring hours and professional development hours to remain on track to complete induction requirements * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Mentoring Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Total Mentoring Hours for January** | | | | | |  |

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| **February/March** | |
| * Communicating student progress with parents (progress reports, report cards, grading expectations, parent-teacher conferences, student work samples, READ plan progress, etc.) * Discuss goals and progress in professional development * Discuss questions for proctoring state assessment and the adjusted schedule | * Self-care reflection * Complete Observation #3 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Complete observation section below) * Schedule observation debrief between mentor/mentee * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Goal: Write a professional goal for the month to track with mentor** | | | | | | |
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| **Mentoring Hours** | | | | | | |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **Hours** |
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| **Total Mentoring Hours for February/ March** | | | | | |  |

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| **April/May** | |
| * Evaluation   + Discuss, clarify, and answer questions regarding the EOY evaluation process   + Reflect on progress towards goals   + Review Student Learning Outcomes (SLOs) * Reflect on evidence of student achievement & growth   + EOY Benchmark procedures, dates, and materials   + Ensure accommodations are being documented (IEP, 504, ELL)   + Ensure MTSS and READ plans are being followed with fidelity and progress monitoring is occurring on a consistent basis   + Reporting progress to parents * Discuss end of year events happening in May | * End of Year Procedures   + Check out procedures   + Expectations for summer room clean out   + Ordering for next year * Reflection on the year--what worked; what didn't * Check Aha Network for summer professional development opportunities * Complete Observation #4 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Complete observation section below) * Schedule observation debrief between mentor/mentee * Discuss preparation for EOY induction meeting * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Mentoring Hours** | | | | | | |
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| **Total Mentoring Hours for April/ May** | | | | | |  |

**Peer Observations Year 1**

At least one observation is required each quarter.

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| **Quarter** | **Date** | **Time** | **Location** | **Who/What was observed** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

**Lead Mentor / Inductee Meetings Year 1**

A check-in meeting with the lead mentor and inductee is required at least once per semester.

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| Semester | Date | Time | Topic | Lead Mentor Signature |
| 1 |  |  |  |  |
| 2 |  |  |  |  |

**Professional Development Hours Year 2**

Inductees are required to complete a minimum of 15 professional development hours during year 2.

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| Focus Area/ Course Title | Date(s) | Types of Training (PLC, Conference, PD Day, etc.) | Contact Hours |
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| **Total Hours** | | |  |

**Mentoring Hours Year 2**

Inductees are required to complete a minimum of 15 mentoring hours during year 2.

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| **Date** | **Time** | **Topics Discussed** | **Hours** |
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| **Total Hours** | | |  |

**Peer Observations Year 2**

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| **Quarter** | **Date** | **Time** | **Location** | **Who/What was observed** |
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| 2 |  |  |  |  |

**Lead Mentor / Inductee Meetings Year 2**

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| Semester | Date | Time | Topic | Lead Mentor Signature |
| 1 |  |  |  |  |
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**Induction Requirements:** *This section to be completed by the professional learning team during induction end of year meetings*

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|  | Year 1 | Year 2 | Questions/Areas for Additional Support |
| Inductee has completed minimum requirements for professional development |  |  |  |
| Inductee has completed minimum mentoring requirements |  |  |  |
| Inductee has completed the required peer-observations |  |  |  |
| Inductee has successfully completed all induction requirements |  |  |  |

The inductee has successfully completed at least 2-years of teaching in District 49 and is recommended to complete the induction program.

\_\_\_\_\_\_ \_\_\_\_\_\_

YES NO

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| Inductee Signature |  | Lead Mentor Signature |
|  |  |  |
| Date |  | Principal Signature |

Signatures indicate that the educator has completed the requirements of the district induction program. There is no evaluation of inductees “Educator Effectiveness Rating” either stated or implied.