

**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** |
| **Date** | **Time** | **Hours** |  | **Date** | **Time** | **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** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |

**Lead Mentor / Inductee Meetings Year 2**

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

**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

|  |  |  |
| --- | --- | --- |
| 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.