New Teacher Induction Program

IMPROVING STUDENT LEARNING BY ACCELERATING THE EFFECTIVENESS OF NEW TEACHERS.

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August 2017

Dear Colleagues:

It is a real pleasure to welcome you as a new member of the instructional staff of the Calvert County Public School System. We believe that our teachers are the keys to the outstanding achievement shown by our students. I would like to thank you for choosing Calvert County as a place to share your educational expertise. I am sure that our system will offer you a positive working environment and will afford you a rewarding experience.

Just as in any new experience, you are likely to have numerous questions and concerns in the coming weeks. This handbook has been prepared to answer many of these questions and our staff is eager and available to personally help you in your new endeavor.

Please remember that we are all here to help you. The primary objective of all personnel in the central office, all principals and assistant principals and all support personnel is to facilitate the instructional process which takes place in the classroom. Student learning is the primary purpose for our existence as an organization. We must never lose sight of that fact. Feel free to call upon us for help.

Best wishes for a successful experience with us.

Sincerely,

Daniel D. Curry, Ed.D.
Superintendent of Schools
Vision

To increase student achievement by accelerating beginning teacher effectiveness.

Mission

To ensure the effectiveness of new and novice teachers by providing immediate, sustained, differentiated support that is instructionally focused and data driven. This support will be focused on student success with the aim of all Calvert County Public Schools students receiving a high quality and equitable education.

Purpose

To create a comprehensive, coherent program that addresses the critical needs of new teachers, improves instructional quality, and helps inductees succeed in their initial assignments, resulting in higher retention of effective teachers in the profession. CCPS will develop highly effective beginning teachers by using student data to inform instructional practice, developing reflective practitioners and creating a community of life-long learners.

Levels of Support

- New teacher orientation
- Ongoing professional learning
- Instructional mentor support
- Principal, site leader and supervisor support

We believe that what a teacher does in the classroom makes a difference in the learning of each individual child. Calvert County Public Schools strives to ensure all beginning teachers have the individualized support that they need to be successful.
Components of Calvert County Public Schools Induction Program

The primary focus of the induction process is instructing teachers in techniques that will aid them in helping their student’s be successful. To ensure significant impact on teacher effectiveness and student learning, Calvert County Public Schools Induction Program is comprised of four components; New Teacher Orientation, Ongoing Professional Learning, Mentor Support and Principal, Site Leader, and Instructional Supervisor Support.

Teacher Induction Goals

By the end of the 3-year, comprehensive Induction program, new teachers will:

1. Identify beliefs, values, and mindsets that provide the foundation for effective teaching and learning for both adults and students. (Know yourself and your students)
2. Have a deep understanding of the Instructional Framework and the ability to use it as a developmental tool to improve practice and pedagogy. (Effective Instructional Practice)
3. Have an understanding of content, course standards, the Maryland College and Career Ready standards, and the curriculum. Access and use district resources and seek out continued development in their content area or grade-level. (Know what to teach)
4. Learn processes to effectively plan and deliver instruction and empower teachers to be critical consumers of district curriculum, tools and resources in order to meet the academic and social needs of Calvert County Public Schools’ students. (Be critical consumers)
5. Advocate for themselves and their ongoing professional development to increase effectiveness and improve student outcomes. (Be advocates for continuous improvement)
6. Create a network of support to continue their professional growth during their tenure with Calvert County Public Schools. (Build a professional network)
New Teacher Orientation

New teacher orientation marks the beginning of the Calvert County Public Schools Induction process for new certificated staff. It provides an opportunity for new hires to become familiar with the school system’s goals and commitment to excellence in teaching and Learning. New teacher orientation is aligned with Calvert County Public Schools system goals:

- Achievement will increase and gaps in achievement will close for all students.
- All staff will be “highly qualified”, highly skilled and demonstrate effectiveness in daily practice.
- Policy, procedures, processes and budget will be aligned to support teaching and learning, equity and diversity and safe and orderly instructional environments.
- All staff will work collaboratively with families and the community to support high achievement for all students.

Participants in New Teacher Orientation will:

- Begin to establish positive relationships with CCPS staff who provide support and resources.
- Deepen understanding of effective strategies for creating a positive classroom environment and establishing positive relationships with students.
- Identify and engage in essential instructional practices for their curriculum areas.
- Receive information about:
  - Access to resources for curriculum and instruction.
  - Policies and procedures relevant to their professional responsibilities.

A sample agenda is provided:
New Teacher Orientation
Location: Calvert High School

AUGUST 24

8:00    Continental Breakfast provided by Educational Systems FCU
8:20    Connector Images
8:40    Welcome and Introductions
   DR. DANIEL D. CURRY, SUPERINTENDENT
   BOARD OF EDUCATION MEMBERS, BUILDING AND CENTRAL OFFICE ADMINISTRATORS AND SUPERVISORS
   CALVERT EDUCATION ASSOCIATION, INTRODUCTION OF CEA STAFF
9:10    The New Teacher Induction Program
9:40    Student Services
10:50   Planning with Special Education Supervisors
12:20   Lunch provided by Calvert Education Association
1:30—3:30  Home School Site
          Work with mentors and in classrooms to prepare for the school year

AUGUST 25

<table>
<thead>
<tr>
<th>0—3 Years of Experience</th>
<th>4+ Years of Experience</th>
<th>Non-Traditional Teachers</th>
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</thead>
<tbody>
<tr>
<td>8:00</td>
<td>8:15</td>
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<tr>
<td>Continental Breakfast provided by Educational Systems FCU</td>
<td>Connector Purpose</td>
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<tr>
<td>8:40</td>
<td>Effective Instructional Practice: Exploring the Danielson Framework</td>
<td>Planning with Content Area Supervisors</td>
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<tr>
<td>11:50</td>
<td>Wrap up</td>
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<tr>
<td>12:00</td>
<td>Lunch on your own and travel to home school</td>
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</tr>
<tr>
<td>1:00—3:30</td>
<td>Home School Site</td>
<td>Work with mentors and in classrooms to prepare for the school year</td>
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Ongoing Professional Learning

New Teacher Induction: Learning from Master Teachers

New Teacher Induction: Learning from Master Teachers provides all new teachers at least two opportunities to build their understanding of effective instructional practice through peer observations. One opportunity will occur in the fall and one in the winter. Master Teachers will be identified by either the content area supervisor or the building administrator. The new teacher will be provided at a minimum a half day substitute so that they can observe designated master teachers. After the observation the new teacher will debrief their experience with the mentor, administrator, content area supervisor and/or the master teacher.

New Teacher Induction: Professional Learning Series

New Teacher Induction: Professional learning opportunities are provided during the first half of the school year. All new teachers in their first year are required to participate in a minimum of ten (10) hours of professional learning outside of the instructional day. The learning series provides all new teachers to Calvert County Public Schools the opportunity to network with other new teachers, reflect on practice and continue to build effectiveness in the classroom. The learning series will focus on knowing yourself, knowing your students, and knowing how and what to teach so that all students can achieve. Participants will choose one of the following Learning Areas to fulfill the 10 hour professional learning requirement.

Learning Areas:

Classroom Environment and Culture
Establishing a comfortable and respectful classroom environment that cultivates a culture for learning and creates a safe place for risk taking is key to effective teaching and learning. Students can’t concentrate on the academic content if they don’t feel comfortable in the classroom. The goals of this Learning Area are to encourage and support teacher reflection and dialogue around the topic of Classroom Environment and Culture. This helps teachers revise and refine their current practices within their classroom. Topics will include creating structures that work, developing positive relationships with encouragement, engagement strategies, Universal Design for Learning and equity.

Formative Assessment
Rather than signaling the end of instruction, assessment should be incorporated as an integral part of instruction. Teachers promote learning through a skillful use of formative assessment practices in their classrooms. The goals of this Learning Area are to encourage and support teacher reflection and dialogue around the topic of Formative Assessment and help teachers revise and refine their current practices. Topics will include foundations of classroom formative assessment, learning goals, success criteria, descriptive feedback, Universal Design for Learning and equity.

Future Ready Learning
Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. The goals of this Learning Area are to encourage and support teacher reflection and
dialogue around the topic of Future Ready Learning and help teachers revise and refine their current practices. Topics will include Deeper Learning Competencies, ISTE Standards, 21st Century Skills, blended and personalized learning, Universal Design for Learning and equity.

**Student Services**
(Limited to School Psychologists, Pupil Personnel Workers, School Counselors and Social Workers)
Student Services professionals play a pivotal role in student success both inside and outside of the classroom. To meet the needs of these four groups of educators the Department of Student Services will be delivering personalized professional learning opportunities that will be used to fulfill the 10 hour professional learning requirement.
Instructional Mentor Support

Calvert County Public Schools mentoring program provides opportunities for new and experienced teachers to grow professionally and improve practice. Mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. It makes necessary connections between theory and practice, supports the professional and personal growth of beginning teachers. Each non-tenured teacher will be provided an instructional mentor until they receive tenure. A mentor is an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship.

New Teacher Orientation – Working with instructional mentors

Every first year non-tenured teacher meets their instructional mentor during the afternoons of New Teacher Orientation. This is the first opportunity for the mentor and new teacher to meet each other and to begin to establish a supportive relationship where new teachers have the ability to take risks and ask questions.

Instructional Mentors – working with mentors throughout the school year

Mentors have the opportunity to influence local teaching practices by creating professional learning environments rooted in norms of collaboration, high expectations, equity, ongoing inquiry, and reflection on practices that engage and advance student learning.

Calvert County Public Schools mentors embrace the opportunity to do more than merely help new teachers survive their first year. Our mentors understand that excellent teachers build their practices, one day at a time, from the first moment they step into a classroom and remember that a teacher’s earliest years in the classroom shape their instructional practices over the course of their careers.

One mentor is assigned up to four mentees to work with during the school year. Non-tenured teachers can expect that they will be working with their mentor at a minimum of:

1st year non-tenured teachers:

- **Daily:** August 24 and 25 New Teacher Orientation
- **Weekly:** August – September
- **Twice a month:** October – November
- **Monthly:** December – June

“Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way...” Laurent A Daloz
2nd and 3rd year non-tenured teachers:

- **Daily**: Pre-service days
- **Monthly**: August - June

**Mentor Guiding Principles**

- A period of mentored induction is important for all new teachers.
- Carefully selected, well-prepared mentors can improve new teacher effectiveness.
- Beginning teacher needs vary and change over time – one size does not fit all.
- A strong, trusting relationship between the new teacher and the mentor is key to the success of the induction program (and the mentor).
- Induction and instructional mentoring must be tailored to the assessed needs of the individual teacher.
- Ongoing inquiry into practice and formative assessment accelerate teacher development and effectiveness.

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**A Conceptual Framework for Differentiated Mentoring**

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<tr>
<th>Instructive</th>
<th>Collaborative</th>
<th>Facilitative</th>
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<tbody>
<tr>
<td>▲ Mentor directs the interaction based on assessed needs</td>
<td>■ Mentor and teacher co-construct solutions and material</td>
<td>■ Mentor acts as a facilitator of the teacher’s thinking and problem-solving</td>
</tr>
<tr>
<td>▲ Mentor provides information about teaching or procedures</td>
<td>▲ Mentor guides interaction without directing it</td>
<td>■ Teacher actively directs the flow of information</td>
</tr>
<tr>
<td>▲ Mentor offers suggestions and solutions with rationale</td>
<td>▲ Mentor and teacher contribute ideas somewhat equally</td>
<td>■ Teacher self-assesses and self-prescribes</td>
</tr>
</tbody>
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Examples:

- Share a process for analyzing student work
- Model an instructional strategy
- Offer a menu of ways to differentiate instruction
- Share thinking that leads to a solution
- Reference current research
- Provide information

Examples:

- Co-develop a lesson or curriculum unit
- Problem solve issues of practice
- Analyze examples of student work together
- Co-observe another teacher, debrief together

Examples:

- Listen as the teacher analyzes observation data
- Pose questions that clarify and deepen the teacher’s thinking
- Facilitate a group of teachers as they assess student work

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Adapted from the work of Carl Goodlinson
Desired Outcomes of the Mentor/Mentee Relationship

Teachers new to CCPS will develop a deep understanding of:

- **Policies and procedures in CCPS**
  - Grading policies and practices
- **The culture of the school and CCPS**
- **CCPS System Priorities**
  - Building Teacher Competencies
  - Building Relationships
  - Inclusive and Culturally Responsive Curriculum and Pedagogy
  - Maryland College and Career Ready Standards
  - Use of Instructional Technology
  - Universal Design for Learning
- **Technology, data bases, for daily routines within CCPS**
  - AESOP
  - Eduphoria
  - Performance Matters – UNIFY
  - Gradebook – Teacher Access Center
  - Home Access Center
  - Outlook
  - Office 365
  - Schoology
- **Planning for purposeful, meaningful instruction**
  - Planning lessons to ensure student engagement
  - Adapting instruction to meet the needs of all students
  - Infusing technology into daily lessons
- **The CCPS Observation/Evaluation Process and expectations**
  - Danielson’s Framework for Teaching
  - Student Learning Objectives (SLO)
- **Preparing for local and state mandated assessments**
  - Student Assessment System
  - Performance Matters – UNIFY
  - System Wide Assessments – Benchmarks, County Course Exams, etc.
  - Using data to drive instructional decision making
  - Timelines and expectations as they relate to the individual teacher role
- **Strategies for effective classroom management**
- **Managing individual student behavior**
- **Preparing and conducting parent teacher conferences**
Principal, Site Based Leader and Instructional Supervisor Support

Our principal and school leaders have a key role in our teacher induction program. Calvert County Public Schools administrators work to create conditions that support teaching and learning. Supporting the success of beginning teachers may be the most significant contribution the principal makes – both for the present and future. To the extent possible, principals work to make sure that the beginning teacher has an optimal teaching environment. The principal is responsible for creating an inclusive and supportive culture, one that fosters inquiry and allows opportunity for learning and mutual support. To close the achievement gap, it must be a top priority to create an environment where novice teachers are welcomed and nurtured to become successful. Time for mentors and beginning teachers to meet is crucial. While the mentor teacher relationship is confidential, it is essential that the principal is part of the team. Brief monthly principal and mentor meetings sustain communication, collaboration and coordination. Principals share school-wide goals and focus while the mentor can share formative assessment structures and tools. Appropriate meetings that include the beginning teacher offer opportunities to build the relationship between the principal and the beginning teacher. We know that it takes a community to grow and sustain high-quality teachers, and as the instructional leader of the building, the principal plays a key part in the induction of the newest members of a school.

The graphic illustrates six components of the inter-dependent relationship between the beginning teacher, mentor, and principal. It emphasizes its integrated and complex nature. An important role of the principal is to establish a school culture that welcomes, supports, and retains novice teachers.

Instructional Supervisors engage in a collaborative process with new and novice teachers by encouraging them to invite teachers to be curious, hold high expectations for themselves and their students, and to embrace professional dialogues as opportunities to question, to learn, and to grow. The nature of instructional practice resides in the relationship between the teacher, the student, and the content. Instructional Supervisors bring these three elements together as they work and coach new teachers in understanding the content, incorporating effective instructional practices, and building relationships with students. Instructional supervisors model and mold the habits of mind of being reflective, persistent, and curious as they work with new and novice teachers.

Supportive and engaged principals and school leaders are key to the success of our teacher induction program.
Program Evaluation

Measures:

- Teacher retention
- Teacher efficacy
- Teacher effectiveness

Methods:

- New Teacher Orientation Evaluation
- Ongoing Professional Learning Evaluations
- New Teacher Survey
- Mentor Logs
- Mentor Survey
Reference List:

New Teacher Center (NTC): The New Teacher Center works with state departments of education, school districts and other local education agencies to successfully design, develop, and implement robust and sustainable teacher induction programs. [www.newteachercenter.org](http://www.newteachercenter.org)

Maryland State Department of Education Teacher Induction Program: The purpose of the MSDE Teacher Induction Program is to create a comprehensive, coherent program that addresses the critical needs of new teachers, improves instructional quality, and helps inductees succeed in their initial assignments, resulting in higher retention of effective teachers in the profession. Maryland will provide a comprehensive, high-quality induction program for new teachers in every school district. [http://mdk12.org/instruction/teacher_induction/index.html](http://mdk12.org/instruction/teacher_induction/index.html)