

## **Monte Vista C-8 Professional Staff Induction Program**

Monte Vista School District is dedicated to its Mission...To build a safe, student focused, achievement oriented learning community for everyone. While our overall focus is upon the student, the idea that learning communities extend throughout our staff culture is integral to our success. The Monte Vista School District (MVSD) Induction Program is intended to provide the support needed by new teachers, special service providers, and incoming out-of-state teachers to be both successful in their classrooms and to seamlessly integrate into the MVSD community. Monte Vista, like all districts throughout Colorado, is required to provide an Induction Program for teachers who do not hold a Professional Teaching License. Proof of completing an Induction Program is required by CDE in order to obtain the Professional Teaching License. Therefore, the MVSD offers a program of support, culminating in a certificate verifying successful completion. This induction program incorporates the criteria stipulated by the State Board of Education, and includes pre-service and district orientation, a highly structured mentor/mentee program, ongoing professional development and continuous interaction with the district learning coach. Newly hired veteran teachers who come to our district with a professional license will be provided an Induction Program including content and variations specifically tailored to their needs.

The specific purposes of the Monte Vista School District New Teacher/ Special Service Provider Induction Program include:

- Orienting new teachers to the profession of teaching and how the Monte Vista School system operates
- Building understanding of how to create and maintain an effective and safe learning environment in order to maximize student achievement
- Developing instructional skills and strategies that maximize the opportunity for student learning
- Instruction in how to plan and teach using official district curriculum based upon Colorado Model Content/Performance Standards
- Building the ability to differentiate instruction based on the needs of individual learners
- Incorporate reflection on the effectiveness of their instruction into everyday practice
- Demonstrating the ability to monitor student progress and adjust instruction based on this progress
- Establishing a sense of collaboration, support, and problem solving within a Professional Learning Community framework

## REQUIRED INDUCTION TASKS

### ***Administrators***

- Sharing the vision, mission, and the culture of the building with all Inductees
- Selecting a Formal Mentor Teacher for each Inductee in the New Teacher/ Special Service Providers Program
- Selecting a staff member who will act as an official “buddy” for new to the district veteran teachers to be there to answer any questions these individuals might have
- Verifying the New Teacher/ Special Service Inductee and Formal Mentor Teacher’s completion of the mentor process (logged 15 contact hours and attendance of required meetings)
- Coordinating dissemination of essential first year information to all Inductees
- Conducting regular meetings with Inductee (and Mentor Teacher when appropriate)  
Meetings might include:
  1. Establishing written goals with learning tasks for each goal
  2. Discussion of evaluation process
  3. Ongoing review of specific teaching assignment responsibilities

### ***Mentors***

Mentor teachers will be selected to provide assistance with the orientation and skill development of the inductee. The process for selecting mentors will include recommendations by the building administrator. The administrator shall consider performance evaluations, leadership qualities, organizational skills and personality when making recommendations. Consideration for mentorships will also include willingness for individuals to be a mentor, grade level experience, proximity to the inductee, and similarities of styles. Specific responsibilities include, but are not limited to:

- Completing *Mentor Teacher Training* prior to providing mentoring support
- Attending Inductee/Principal meetings, if asked by the inductee, focusing on tasks such as helping to develop overall goals/learning tasks for the Inductee (up to 3 hours logged on appropriate District form)
- Formally meeting with Inductee regularly, with contact weighted heavily in the 1<sup>st</sup> semester (a minimum of 15 total hours logged on appropriate District form)
- Making periodic peer observations (at least one per quarter in the 1<sup>st</sup> semester and one more in the second half of the year, for a minimum of three observations)
- Familiarizing Inductee with building facilities, procedures, policies, duties, and expectations
- Reviewing, as needed, curriculum and standards-based education in Monte Vista School District
- Providing materials and resources as needed
- Making available, when possible, instructional support through modeling, observations and/or peer coaching
- Offering informal collegial assistance and encouragement
- Aiding Inductee with implementation of educational strategies (i.e. follow-ups from Induction Workshops)
- Meeting with the induction coordinator in order to provide feedback, evaluate the process, duties, and training in order to improve mentoring

### ***New Teacher/ Special Service Provider Induction Participants***

As a new teacher, special service provider (less than a year's teaching experience) and/or holder of an Initial License, the Inductee responsibilities include, but are not limited to:

#### Year 1

- Attending *New Teacher Orientation* and a minimum of 15 hours of *Induction Workshops*
- Completing all *Induction Workshops including the monthly reflection papers*
- Meeting with Mentor Teacher regularly (a minimum of 15 hours logged on appropriate District form)
- Attending necessary Inductee/Administrator meetings (a minimum of 3 hours logged on appropriate District form)
- One individual meeting a month to discuss with the Induction Coordinator the results of corresponding formative classroom observations and progress towards individual learning goals
- Requesting and making use of available resources in the areas of school procedures, policies and curriculum as needed (i.e. ASK QUESTIONS...see mentor checklist)
- Submitting appropriate documentation to principal and administration upon completion of the first years mentoring process.

#### Year 2

- Meeting with the Instructional Coach before each quarter to establish written goals with learning tasks for each goal.
- Two individual meetings in the first quarter and at least one meeting in each subsequent quarter to discuss with the Induction Coordinator the results of corresponding formative classroom observations and progress towards individual learning goals.

#### Year 3

- One meeting with the Instructional Coach at the beginning of each semester to establish written goals with learning tasks for each goal.
- 4 classroom observations with Instructional Coach throughout the year focusing on progress towards their learning goals.

### ***Veteran Teacher/ Special Service Provider new to the organization***

As a teacher, special service provider new to the district but holding a Colorado professional license, the Inductee responsibilities include, but are not limited to:

#### Year 1

- Participation in the pre-service *New Teacher Training* orientation workshops
- Pre-service individual meetings with administration, financial/ benefits personnel, instructional coach to discuss district and building expectations
- Ongoing support meetings (a minimum of two in the 1st quarter and 1 per quarter after that) with the Instructional Coach / Induction coordinator during their first year of service.

#### Year 2

- Meeting with the Instructional Coach at the beginning of the year to establish written goals with learning tasks for each goal.
- 4 formative observations throughout the year focusing on individualized learning goals.

## Year 3

- Meeting with the Instructional Coach at the beginning of the year to establish written goals with learning tasks for each goal.
- 3 formative observations throughout the year focusing on individualized learning goals.

**Induction Coordinator**

The Induction Coordinator will design a specific induction program which will vary according to the position and experience of the induction participants. However, there will be common elements and professional skill development for all inductees. Although the Induction Coordinator will have overall responsibility for ensuring that the induction program is carried out, they may be able to delegate certain aspects of the program to other staff that have specific skills, knowledge or expertise. Responsibilities of the Induction Coordinator will include, but are not limited to:

- Identifying specific needs of the Induction participants and tailoring the course to fit those needs
- Coordinating, providing training, evaluating the effectiveness and supervising the mentors in the program
- Leading monthly professional skill development workshops
- Providing a minimum of 4 observations per quarter with new teachers and 2 per quarter for “new to the district” veteran teachers with corresponding feedback
- Meeting regularly with the new employee to review progress and identifying outstanding areas
- Supporting the development of new educators by acting as a coach, not an evaluator

**Professional Skill Development**

Initial license holders need support and guidance to gain expertise in a multitude of educational tasks. The district Induction Coordinator/ Learning Coach, mentors, administrators and the inductees themselves will generate specific strategies to address areas of needed support. Workshop sessions will be held to address these areas and inductees will be required to attend these sessions. Session topics will include, but not be limited to the following items:

- Classroom Management / Design  
Sessions will encompass practices designed to help new teachers develop effective routines and procedures, manage student effort and behavior and use time and communication effectively in order to maximize student achievement.
- Lesson Planning  
Particular attention will be given to the determination and utilization of effective daily objectives and demonstration of learning assessments that are aligned to Monte Vista School District curriculum and the Colorado Model Content Standards.
- Differentiation of Instruction  
Teachers will be given instruction on effective differentiation strategies to insure that students of different learning styles and needs are given equal access to learning opportunities.
- Instructional Techniques  
Specific instruction will be provided in how to use data to drive instruction, and incorporate engagement strategies and effective co-operative learning techniques into everyday practice.
- Knowledge of Technology  
Teachers will be provided support in building skills necessary to utilize technology to support instruction and enhance student learning.
- Parent / Community contact

Techniques and discussions on establishing positive relationships, creating productive communication systems, and preparing for special events will take place.

- Professional Learning Communities  
Experience in correctly using PLC protocols will be provided in order to gain experience in effective collaboration.
- Knowledge of Literacy and Math  
Various forces have converged to bring to the surface what has always been a hidden reality...We all have to explicitly teach reading, writing and mathematics, regardless of ones content area.

### ***Successful Completion of Program***

Before the end of the second week of May of the inductees first year, the inductee will submit to the Induction Program Coordinator a signed and initialed checklist showing successful completion of all required components of the Induction Process set forth in the Induction Packet. Once the documentation is complete, the inductee and mentor will be asked to complete a post-induction participant survey after which the inductee will be awarded a certificate of completion from the Monte Vista School District which can be used to procure a teachers professional license. However, the notion that professional development in the Monte Vista School District is continuous and ongoing is important to insure that Monte Vista one of the best rural school districts in the state of Colorado. Therefore, participants will continue to participate in the Induction program and receive specific and scheduled support throughout their first three years of employment in the district as stated in the required induction task section of this document.

Approved by Board of Education: 04/12/12