New Teacher Induction Program
Guidelines

H.E.A.R.T.
Helping Educators Acquire Resources to Thrive
Mentors and New Teachers:

The Henry County Schools (HCS) Teacher Induction Program overall goal is to recruit and retain highly qualified and effective teachers and staff. All information regarding the program is outlined in this guidelines manual as well as online. Information, forms and documentation logs can be located on the Teacher Induction Program page under the Professional Development tab. HCS supports new educators with their transition to teaching by assigning mentor teachers to serve as role models and provide individualized support through face-to-face interactions, coaching, and observing. Mentors will strive to provide guidance and feedback on best practices, state and district initiatives and school practices. The mentor acts as a coach guiding and collaborating with new teachers while building teacher confidence. The program encourages reflection and professional growth for new teachers with the purpose of retaining quality teachers in the district.

Research tells us that a quality Induction Program has been shown to improve teacher effectiveness and increase teacher retention. We know that an induction program is essential for supporting new teachers in the transition to the teaching profession, school and district.

▶ Quality Induction + Mentoring = Higher Self Efficacy and Higher Retention

Teacher quality is the single most important component in increasing student achievement (Moir, Barlin, Gless, & Miles, 2009). Research also indicates that new teachers often lack the expertise to lead students to reach their full potential however this impact can be minimized through quality mentoring of new teachers by more experienced, highly effective colleagues (Moir et al., 2009). Assisting teachers at the beginning of their careers helps build teaching excellence and improve student outcomes, improves teacher wellbeing and resilience and retains teachers in the profession. “Many teachers leave because they feel unsupported,” writes Annette Breaux who co-authored a book about Induction with Harry Wong. It is the goal of the HCS Induction program to support and retain our teachers.

Induction Program Mission Statement:

H.E.A.R.T. - Helping Educators Acquire Resources to Thrive

Goals:

• Demonstration of competencies as set out in the Teacher Keys Effectiveness System (TKES) for new teachers in areas such as: commitment to students and increase in their learning and growth including commitment to the well-being and development of all students; equitable and respectful treatment of all students; professional knowledge including the Georgia Curriculum.
• Acquisition of improved skills, communication and confidence through participation in a mentoring relationship to enhance teacher quality.
• Progression along the continuum of professional development and training in areas such as classroom management, communication with parents, and other activities aligned with current initiatives.
Mentor Requirements

- Outstanding, experienced, highly qualified teacher whose teaching reflects excellent content knowledge
- Aware of the merits of different teaching styles and pedagogical strategies/methods/subject matter
- Experience with teaching diverse students
- Knowledgeable about the professional and community resources in the school and district
- Willing and able to invest time to develop mentoring skills and participate in the program for the duration of the year
- Able to maintain a confidential relationship and demonstrates excellent interpersonal skills committed to professional learning
- Aware and understands the goals of the HCS Induction Program
- One mentor per new teacher (if possible) teacher

Mentor Responsibilities

- Build relationships based on trust and mutual respect through non-judgmental and confidential conversations
- Be available to assist mentee in a positive manner
- Develop an understanding of mentee’s abilities (strengths and needs)
- Provide timely feedback, support and guidance on school/district initiatives & best practices
- Serve as a role model for mentee through sharing of experiences, examples, and strategies
- Conduct observations, provide feedback, and reflection to improve instructional practice
- Conference regularly with mentee to meet their needs
- Attend district meetings and collaboration sessions
- Only 2 New Teachers per Mentor - mentor cap will be based on needs of each school

Pre-planning Topics to be Covered

- Overview and Goals of the Induction Program
- Requirements/Expectations of the Program
- Where to Find Things (Guidelines book and online)
- Virtual Learning Communities
- Getting to Know You
- Calendar of Events – Induction Program

Induction Teacher Responsibilities

- Determine needs and ask for assistance
- Be committed to developing professionally and improving instruction
- Observe and learn from other highly qualified teachers
- Self-record a lesson and reflect on practices and areas of growth
● Exhibit a growth mindset
● Learn and grow from constructive feedback
● Reflect on instructional practices for improvement
● Attend all required meetings and complete all required assignments

**Mentor Training Modules**

**Module 1: Building trust and Relationships**

● Roles and Responsibilities of Mentor
● Understanding Fears and Concerns of New Teachers
● Establishing Relationships and Building Trust
● Reflection Process
● Active Listening
● Setting the Tone for Collaboration

**Module 2: The Observation and Feedback Process**

● Expectations of Observations of New Teachers
● Planning, Process, Rubric for Evaluation (Google Forms)
● Understanding TKES
● Providing Constructive Feedback for Improvement

*** Topics may change due to needs and reflections

**Compensation for Mentors**

Mentors will be compensated as follows:

● Lead Mentors: $400/year (Lead mentors should also be assigned mentees)
● Mentors of Year “0” teachers not serving in the Lead Mentor Role: $200/year.
● The number of mentors compensated for each school will be determined by the number of new “0” year teachers.

**Mentors:**

*Listed on the following page are the Induction Teacher program topics that you, the Mentor, should be discussing and reviewing with new teachers. The topics of discussion may be used as a guide as a “look for” when observing your mentee. The modules will also be the focus of the training meeting for each new teacher during their New Teacher meetings. Collaboration meetings will also take place allowing new teachers to meet together and discuss teacher needs as it relates to district initiatives.*

TKES will be reviewed during New Teacher Orientation & completed at schools’ overviews.
New Teacher Induction Learning Modules

These modules will be a focus of professional learning to all new teachers during their Teacher Induction Program meetings. New Teachers will collaboratively meet to discuss their needs as it relates to district initiatives. New Teachers will also engage in a book study, *Ten Minute InService* by Whitaker and Breaux, throughout the learning modules. Teachers will engage in online professional learning with assigned content. Module content / order may change based on the teachers’ and district needs.

TKES will be reviewed during New Teacher Orientation.

Best Practices and County Initiatives – H.E.A.R.T. Week

- Program Overview & Expectations
- Personalized Learning
- Goal Setting

Module 1: Classroom Management- Inservice 1-3

- Rules and procedures
- Establishing Effective Routines
- Securing students’ attention
- Effective ways to address behavior

Module 2: Classroom Management continued- Inservice 4-8

- Sharing effective Teaching Strategies
- Simple ways to diffuse anger
- Biggest mistakes teachers make

Module 3: Effective Teaching Practices- Inservice 15-16

- Making lessons meaningful and fun
- Personalized Learning Strategies
- Odysseyware

Module 4: Effective Teaching Practices continued- Inservice 9-14

(Based on TKES standards)

- Planning for Engaging Instruction
- Goal setting, Reflection, and Feedback
- Paired Texts
- Constructed / Extended Responses
- Infinite Campus

Module 5: Rigor in the Classroom

- What is Rigor?
- Webb’s DOK and SAMR Models
- Planning Rigorous Learning Opportunities
- Ensuring the Academically Challenging Learning Environment
Module 6: Communicating a Positive Image and a Positive Message - Inservice 18,22-25
- Greeting students
- Getting to know your students/relationship building
- Communicate a positive message to parents
- Showing pride for the teaching profession

Module 7: Tips for Dealing with Co-workers - Inservice 31-40
- How to maintain a positive focus on work
- How to engage in positive cultural development with peers

Module 8: Sharing Session using Protocols and Reflection
- Challenges
- Lessons learned
- Program evaluation by program participants on how to improve the program

Ongoing and Determined by Individual Teacher Need:
- Site Visits
- Professional Portfolios / Learning Plans
- Online Edivate modules
- Collaboration meetings at designated times to work with new teachers
- Documentation, Recommendations, and Ethics

Program Requirements
- Mentors will engage in a Community of Practice - Virtual Learning Community where they will have facilitated discussions on how to support New Teachers based upon the New Teacher standards.
- Mentor will attend information sessions for program and the December training day.
- Mentors will be invited to attend first and last session of New Teacher Induction Sessions as well as the December meeting.
- Mentors will set goals for their school-based program.
- Induction teacher will attend monthly New Teacher Induction sessions and collaboration meetings: August - March. (Only for 1st year teachers not in the TAPP program and returning teachers who have been away from the profession for 3 or more years.)
- Induction teacher will complete online professional learning.
- Induction teacher will complete peer and self-observations with reflections and implementation logs.
- Mentor will keep evidence of required documentation and will submit all documents from mentor and induction teacher as one complete packet.
Required Documentation

**REQUIRED DOCUMENTATION:** The Mentor will submit the completed documentation packet for both the mentor/induction teacher to the District Professional Development Coordinator during the last session of the fourth nine weeks. Mentor and Induction teacher will also complete an online district evaluation of the program. Documentation for each category is determined by the Tier assignment (see chart below).

**Mentor Collaboration Log** - Mentor will document all collaborative meetings with mentee. Both the mentor and mentee will sign off on the log confirming the hours.

- To include but not limited to: best practices, classroom management, assessment, lesson planning, school policies and procedures, providing feedback, discussing needs or concerns, and celebrating successes.
- Actual times should be noted on the log
- Emails and phone calls count – document the day and time of the communication.

**Peer Observation Tool and Reflection Log**

Observations will be collected throughout the year and signed off by an administrator, mentor, and induction teacher.

- The Mentor will conduct observations and provide feedback through a face-to-face meeting. The recorded video will be viewed by the mentor and mentee to engage in a feedback and reflection session. Induction teacher will also complete a self-reflection of a recorded lesson. All feedback sessions should be recorded in log and contain detail. (Additional observations determined by mentor if needed.)
- The Induction Teacher will conduct a minimum of two observations (of an assigned peer) to be followed by face to face debriefing. Mentee will reflect on practices and determine the implications for their practice.
## Requirements by Tier/Year:

<table>
<thead>
<tr>
<th></th>
<th>Tier 1 Year 0</th>
<th>Tier 2 Year 1-3</th>
<th>Tier 3: Need of Additional Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration Hours</td>
<td>● Collaborative sessions with mentor&lt;br&gt;● Normal grade meetings and PLGs with the grade/department chair&lt;br&gt;● Monthly District PD sessions</td>
<td>● Normal grade meetings and PLGs with the grade/department chair</td>
<td>● Determined by principal&lt;br&gt;● Normal grade level meetings</td>
</tr>
<tr>
<td>Peer Observations</td>
<td>● 3 by Mentor&lt;br&gt;● 2 by an Induction Teacher&lt;br&gt;● 1 video recorded self-observation and review with mentor</td>
<td>● 1 by Induction Teacher of a peer&lt;br&gt;● 1 video recorded self-observation and review with mentor&lt;br&gt;● Additional as needed</td>
<td>● TKES evaluations completed by principal</td>
</tr>
<tr>
<td>Support Provided by</td>
<td>● Mentor&lt;br&gt;● Grade Level Chairs</td>
<td>● Monitor Status from Mentor&lt;br&gt;● Grade Level Chair</td>
<td>● Instructional Coach&lt;br&gt;● PL Coach&lt;br&gt;● TOSAs</td>
</tr>
</tbody>
</table>

**Tier 1:** First year teacher (recently graduated and beginning first year teachers and optional for the TAPP program)<br>● professional learning sessions after school,<br>● online professional development assigned, and<br>● all collaboration hours with mentor & peer observation.<br>All Tier I mentees must attend all training meetings. These teachers are supported directly through their mentors.

**Tier 2:**<br>● First year to Henry County School (Will attend H.E.A.R.T.)<br>● First year to new content area<br>● First year teacher to building<br>● Second through the third year of teaching<br>These teachers will be mainly supported by grade or department chair to become familiar to building initiatives, school procedures or content. Mentors will monitor their mentee’s progress and complete 1 observation. Tier II and Tier III are assigned meetings to attend by school administrators based on
identified need.

**Tier 3**: Teachers identified as struggling with content, instructional practices, and/or district initiatives. These teachers will be supported by instructional coaches, Personalized Learning Coaches, and/or TOSAs from the district level. Tier II and Tier III are assigned meetings to attend by school administrators based on identified needs.

*** Principals may reach out to the Professional Learning department to discuss any needs.