

# **Fort Worth Independent School District**



# **New Teacher Induction Program 2014 - 2015**

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## **Mission**

By developing and implementing support systems for beginning teachers, the FWISD will increase the retention rate and effectiveness of early career teachers.

## **Program Goals**

- Provide all first-year teachers with a one-to-one mentor
- Help beginning teachers attain high and rigorous teaching standards
- Build a deep, rich understanding of the curriculum framework
- Foster effective classroom management practices
- Orient all new teachers to the school, policies, and procedures
- Make all new teachers aware of professional practices and expectations

## **Confidentiality Statement**

The new teacher will be able to discuss concerns with the mentor openly and without consternation.

## Components of a Comprehensive Induction and Mentoring Program

- 1) New Teacher Orientation and Training Academy
- 2) Recommended Ongoing Professional Development
- 3) Online Mentoring
- 4) One-to-one Mentoring
- 5) Awareness of the importance of New Teacher Induction

### **1) New Teacher Orientation and Training Academy** (Pre-service: August 11 - 15, 2014)

- 1) District orientation (two half days) (6 hours)
- 2) Half-day orientation at assigned school (3 hours)
- 3) Technology training (6 hours)
- 4) Curriculum training (12 hours)

### **2) Recommended Ongoing Professional Development**

**Year One:** (2014 - 2015) (12 Total Hours Required)

- 1) Content-specific sessions (6 hours)
- 2) Instructional Strategies & Special Education 101 (6 hours)

**Year Two:** (2015 - 2016) (12 Total Hours Required)

- 1) Content-specific sessions (6 hours)
- 2) Instructional Strategies & Special Education (3 hours)
- 3) Electives (3 hours)

**Year Three:** (2016 - 2017) (12 Total Hours Required)

- 1) Content-specific sessions (3 hours)
- 2) Instructional Strategies & Special Education (3 hours)
- 3) Electives (6 hours)

Presentations will be developed and presented by content specialists, Counseling Department, Special Education Department, Human Capital Development, Bilingual/ESL Department, principals, assistant principals, and/or data coaches.

### **3) Online Mentoring**

- 1) Online e-Mentoring through Performance-based Academic Coaching Teams (PACT)
- 2) Monthly newsletter

### **4) One-to-one Mentoring**

- 1) Face-to-face, one-to-one mentoring from on-campus personnel
- 2) Recommendation and selection by principal, with mentor's agreement

### **5) Awareness of the importance of New Teacher Induction**

- 1) Make school administrators aware of the importance of induction
- 2) Keep key school personnel involved in the induction process.

## Teacher Workshops from Human Capital Development

Presentation	Target Audience	Approximate Time of Presentation
<b>New Teacher Academy</b>		
New Teacher District Orientation	New Teachers	6 hours
Half-Day Campus Orientation	New Teachers	3 hours
Technology Training	New Teachers	6 hours
Curriculum Training	New Teachers	12 hours
<b>CHAMPS</b>		
CHAMPS - Organization	All teachers (PK - 8)	2.5 hours
CHAMPS - Management Plan	All teachers (PK - 8)	2.5 hours
CHAMPS - Expectations	All teachers (PK - 8)	2.5 hours
CHAMPS - Motivation	All teachers (PK - 8)	2.5 hours
CHAMPS - Correcting Behavior	All teachers (PK - 8)	2.5 hours
<b>Discipline in the Secondary Classroom/CHAMPS</b>		
DSC/CHAMPS - Organization	All teachers (6 - 12)	2.5 hours
DSC/CHAMPS - Rules & Consequences	All teachers (6 - 12)	2.5 hours
DSC/CHAMPS - Expectations	All teachers (6 - 12)	2.5 hours
DSC/CHAMPS - Motivation	All teachers (6 - 12)	2.5 hours
DSC/CHAMPS - Proactive Planning for Chronic Misbehavior	All teachers (6 - 12)	2.5 hours
<b>PDAS</b>		
PDAS Orientation	New Teachers	5 hours
<b>New Teacher Mentor Orientation Meetings</b>		
New Teacher Mentor Orientation Meetings (for New Teacher Mentors)	New Teacher Mentors	1 hour

Presentations will be developed and presented by Learning Network Specialists, Counseling Department, Special Education Department, *Human Capital Development*, Bilingual/ESL Department, principals, and/or assistant principals.

## Principals

- **Principals**
  - Identify a mentor for each individual teacher.
  - Meet regularly with your new teachers and relevant support personnel.
  
- **Due dates**
  - **August 15, 2014:** List of mentors for each teacher. The mentor assignment form can be found and submitted online by accessing New Teacher Support on the **Human Capital Development** page of the District's website. Forms can also be emailed to [tamara.seals@fwisd.org](mailto:tamara.seals@fwisd.org).

### **On-Campus New Teacher Orientation by Principal and/or designee August 11, 2014**

- Meet and Greet
- Introductions to key personnel
- Meet mentor
- Get to Know You Activity
- Review Teacher Expectations on Page 14 in New Teacher Induction Packet
- Building procedures and campus expectations
  - Important dates, faculty meetings, etc.
- Classroom procedures for the campus
- Parent involvement, forms, and expectations
- Discuss lesson plan expectations, format, and due dates
- Tour the building
- Closing comments

## Mentors

Principals will assign all induction-year teachers in grades pre-K through 12 a mentor. The mentor will provide assistance and guidance to the new teacher.

### Characteristics of a Mentor

- Professionalism:
  - Uses a positive, encouraging, and helpful tone of voice and speech consistently
  - Dresses professionally 100% of the time
  - Supports the district, school administration, other teachers, and students in a positive and encouraging manner
  - Focuses on improving and supporting the campus improvement plan
  - Leads and supports the new teacher with additional time outside of the school day
  - Shares information and knowledge about school policies and procedures
  - Is confidential with regard to the relationship between the new teacher and mentor as well as among the staff as a whole
- Teaching: Demonstrates exemplary teaching strategies and student engagement 98% of the time
- Lesson plans: Understands effective lesson planning with rich, enduring knowledge of curriculum framework
- Classroom management: Understands effective strategies that engage students in meaningful and curriculum based learning 100% of the instructional classroom period and can effectively coach these strategies with the new teacher

### Qualifications for Mentor

- 3 years teaching experience
- 2 years in present assignment: Can be different subject area other than the new teacher.
- Teaches at the same campus as new teacher
- Must hold a clear record of improving student achievement
- Must have intricate knowledge of school procedures
- Must demonstrate the ability to work with peers collaboratively and fosters continuous good rapport
- Will devote time with the new teacher inside and outside of school
- Holds a current, permanent teacher certification (not probationary or emergency)
- Agrees to complete all appropriate paperwork and documentation requested by **HCD**
- Must demonstrate solid, moral and professional conduct

### Selection Process

- The principal will select a new teacher mentor for each first year teacher.
- Mentor forms will be submitted to **HCD** by **August 15, 2014**. This will ensure that each new teacher will have a mentor identified and on campus to assist that teacher with the beginning of year duties and responsibilities.
- A stipend of \$250.00 will be paid to any teacher, academic coordinator, or other professional person on campus **selected by the principal** to mentor the new teacher. If an individual mentors more than one new teacher, the mentor will be paid \$250 for the first new teacher mentored and \$125.00 for each additional new teacher mentored.
- Stipends paid to the mentor will be paid at the end of the school year during the month of **July**.

## Due Dates:

- **Meetings for mentors:** Must attend **one**, **1-hour** mentor training meeting.
  - **Required meeting for mentors:** Mentors must attend **one** of the following trainings:
    - August 25 from 5:00-6:00 p.m. at the PDC.
    - August 26 from 5:00-6:00 p.m. at the PDC.
    - September 2 from 5:00-6:00 p.m. at the PDC.
    - September 3 from 5:00-6:00 p.m. at the PDC.
  - **Required meeting for mentors appointed AFTER September 3, 2013:** Mentors must attend **October 1, 2014** from 5:00-6:00 p.m. at the PDC.
  - **Required meeting for mentors appointed AFTER October 1, 2014:** Mentors must attend either **January 7 or January 8, 2015** from 5:00-6:00 p.m. at the PDC.
  - Mentors **must** register in Eduphoria Workshop and attend on only **one** of the above dates. All meetings will be at the PDC at 3150 McCart behind Walgreens on Berry Street.
- **Meetings with the new teacher:**
  - Meet weekly with the new teacher to discuss curriculum in the content area.
  - Focus on rigorous questioning skills, review information prior to testing and reviews, and discuss student performance after testing.
  - Assist the new teacher in developing well-thought out lesson plans and implementation strategies for 100% student engagement and success.
- **Action Plan:** An action plan should address at least **three** areas of improvement. Both the mentor and the new teacher will sign the action plan for improvement and set a date for review. The Action plan is not to be used for PDAS. The Mentor and New Teacher should work in collaboration to complete each action plan. The New Teacher Induction Action Plan form can be found on pages 18 and 19 in this handbook. An electronic version can be found on the Induction, Development, and Retention webpage on the District's website.
- **Observations:** It is recommended that the mentor observe the new teacher four (4) times during the first year for a period of 30 minutes for each observation or more if needed. The follow up conference should take place within five (5) working days.
- **Quarterly Surveys:** Surveys will be sent to New Teachers and also to Mentors each quarter. Surveys from the New Teacher as well as from the Mentor will be considered in determining mentor stipend eligibility.
- **Compensation Form:** A Compensation form must be completed and signed by each New Teacher Mentor.
- **Agreement form:** Due at one of the listed mentor meetings

## Note

- New teachers are defined as having less than one year's experience.
- We recommend that teachers take on the mentoring responsibilities for only one new teacher.



## Mentor Roles and Responsibilities

Mentoring is a system of support and development to facilitate the growth of new teachers in the FWISD. Research shows that mentoring aligned with district and campus support reduces new and beginning teacher attrition and dramatically increases their proficiency and effectiveness.

The new teacher mentor will work one hour per week, per teacher, to support beginning teachers with locating, gathering, and understanding the following information.

1. **Introduce the new teacher to the campus personnel:**

<b>Staff members</b>	<b>Check off</b>
Assistant principal	
Campus monitors	
Athletic coaches	
Counselors	
Custodians	
Department personnel	
Librarians	
Main office personnel	
Nurse	
Specialized teachers (Sp. Ed., computer, music, art, etc.)	
Other	

2. **Building Procedures:** The mentor will orient the new teacher concerning the following procedures:

<b>Procedures</b>	<b>Check off</b>
Checking out equipment	
Copy machine and workroom areas	
Emergency fire exits and routes	
Locating and checking out audio-visual equipment	
Promethean board procedures and use	
Securing school materials and doors	
Sending students to the nurse	
Student attendance and tardy policies	
Student recess and cafeteria	
Student restroom use/hall passes	
Reporting teacher absences	
Telephone use for teachers	
Tornado and other weather related emergencies	
After school student pick up, dismissal and bus schedules	
Auditorium (seating and order of entry)	
Beginning of day	
Dress code for teachers and students	
Infractions/office referrals	
Rules for hallway, cafeteria, playground and/or school grounds	
Student cell phone policy and use	
Student illness or injury	
Study hall guidelines	
After school student pick up, dismissal and bus schedules	

3. **Gather/locate Resources:** The mentor will help the new teacher gather the following resources and will help with implementation if needed.

<b>Resources</b>	<b>Check off</b>
Lesson plans	
Grade books	
Cumulative files	
Schedules	
Student Code of Conduct	
Ancillary materials for content area	
Employee handbook	
Testing scores for students	
Campus forms	
Locating textbooks, workbooks, and teacher's editions	
Tape, office supplies, etc.	
Promethean board pen: use and procedures	
Other:	

4. **Information for students**

<b>Information</b>	<b>Check off</b>
Supply list	
Discipline plan typed and ready for parent and student signatures	
Parent letter home	
Emergency forms/information	
Syllabus for semester/year	
Team/class rules and consequences	

5. **Class Procedures**

<b>Procedures</b>	<b>Check off</b>
Start of class routine, where to post objectives, homework folders/assignments, how to leave the class when the bell rings, heading on assignments, makeup assignments	
Seating charts	
Student rosters/names/addresses and attendance information	
Bus and transportation forms/information for each student	
Detention process and paperwork	
Discipline process and paperwork	
Tardy passes/hall rules	
In-house suspension process and paperwork	
Positive recognition awards/ideas, rules on candy, etc. (How do students earn rewards, how to process awards fairly, etc.)	
Using the restroom	
Getting a drink of water	
Computer use	
Library use	

Working in pairs and/or small groups	
Sharpening pencils	
Voice level for whole group and small group work	
Getting class materials out and ready for use	
Baskets or boxes for student files and folders	
Communicating with parents	
Graded work/homework	
Seating charts	
Student rosters/names/addresses and attendance information	
Start of class routine, where to post objectives, homework folders/assignments, leave the class when the bell rings, heading on assignments, makeup assignments	
Other:	

**6. Parental Involvement**

<b>Category</b>	<b>Check off</b>
Open house: What to say and not say, handouts, etc.	
Explain policies and classroom rules in a letter to be signed and returned	
• Grading	
• Homework	
• Calculating a report card grade	
• Classroom rules	
• Supplies needed	
• Syllabus for the semester and year	
• Activities	
• Communication: email, letters home, phone numbers	
• Class visitation	
• Special events	
• Testing schedule for the class and state guidelines	
• Provide a copy of 'improvement needed' notices	
• Types of awards and recognition	
Other:	

**7. Questions to be answered to ensure a smooth transition for the start of school:**

<b>Questions</b>	<b>Check off</b>
Are materials easy for students to reach and use?	
Arrange desks/tables so that all students can see you at all times. (Students' backs should not be to teachers.)	
Arranging desks and/or tables and computers/laptops	
Can you move around the classroom to assist students easily with the current room arrangement?	
Organizing areas for storage of materials	
Placement and creation of bulletin boards	
Visibility in the classroom: Will students be able to see you from your primary teaching area?	

## Compensation

Mentor: A stipend of \$250.00 will be paid to any teacher, academic coordinator, or other professional person on campus **selected by the principal** to mentor the new teacher. If an individual mentors more than one new teacher, the mentor will be paid \$250 for the first new teacher mentored and \$125.00 for each additional new teacher mentored. Stipends paid to the mentor will be paid at the end of the school year in the **July** paycheck.

**If retiring from FWISD, it is the responsibility of the mentor to notify Human Capital Development so accommodations can be made for earlier payment of the stipend.**

### **Agreement:**

As a new teacher mentor, I agree to abide by the guidelines and procedures set forth by FWISD. To receive a stipend as a new teacher mentor, I understand that I must submit all documentation and forms to Tamara Seals either online or by email no later than **May 22, 2015.**      **Email: [tamara.seals@fwisd.org](mailto:tamara.seals@fwisd.org)**

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New Teacher Mentor

-----  
Employee ID#

-----  
Date

## Mentor and Teacher Agreement

2014-2015

New teacher mentors and new teachers will work together to develop a professional relationship based on the follow agreements:

1. Communication: Meet weekly via telephone, email, or face-to-face meeting.
2. Professional Development: Seek opportunities for professional growth and attend together i.e. new teacher meetings, CHAMPS training, other professional development offered by the district.
3. Maintain confidentiality: Agree that conversations and communications between new teacher and the new teacher mentor remain between the two individuals. If anyone else is to be informed, both the new teacher and mentor agree.
4. Feedback: Provide feedback to each other during weekly meetings/communication, discuss goals, and seek alternatives to reach those goals.

Mentor: \_\_\_\_\_

Mentor employee ID#: \_\_\_\_\_

Mentor email: \_\_\_\_\_

New Teacher: \_\_\_\_\_

New Teacher Hire Date  
(month) \_\_\_\_\_

New Teacher email: \_\_\_\_\_

Campus: # \_\_\_\_\_

Principal's name \_\_\_\_\_

Date: \_\_\_\_\_

# New Teachers

## Expectations of a New Teacher

- **Professionalism**
  - Displays consistent punctuality for school arrival and various meetings
  - Uses a positive tone of voice and speech consistently
  - Dresses professionally 100% of the time
  - Supports the district, school administration, other teachers, and students in a positive and encouraging manner.
  - Focuses on improving and supporting the campus improvement plan
  - Meets, communicates, and cooperates with the, mentor, other teachers, and campus administration
  - Follows procedures and complies with campus and district policies, procedures, and guidelines
  - Attends faculty meetings, Waiver Day training, and other mandatory professional development
  - Communicates with students and parents in a timely manner that allows students to be academically successful
  - Seeks additional professional development that will improve quality of teaching and classroom management
  - Professional conduct in the classroom will be exemplary
  
- **Classroom Content**
  - Develops and implements lesson plans that meet state and district guidelines
  - Lesson plans are turned in on time and in the correct format per campus administrator
  - Instructional materials are used from curriculum or teacher-made that will effectively facilitate student learning
  - Effective strategies will be used that develop critical thinking skills
  - Will seek help when needed
  
- **Classroom Management**
  - The new teacher will attend CHAMPS classroom management training for five (5) after-school training sessions during the first year of employment. For after-school sessions, look in Eduphoria Workshop and register for each of the five (5) appropriate CHAMPS sessions.
  - The new teacher will utilize effective CHAMPS strategies that will not only engage students in learning but also will effectively control classroom behavior.
  - A positive reward system will be systematically used and in place in every class.
  - Classroom rules and consequences will be posted
  - Classroom management system will be given to students, signed by students, sent home and signed by parents. The teacher will keep copies of all signatures.

## State Standards

### **Part 1: Program Design, Organization, and Context**

**Standard 1:** Design, implement, and maintain beginning teacher support programs that are coherent and efficiently plan for the professional development and support of the beginning teacher.

**Standard 2:** Program rationale, goals, design, and implementation are sound, well-articulated, and effective practices that are grounded in research.

**Standard 3:** School support is tailored to each beginning teacher.

**Standard 4:** The roles and responsibilities of campus administrators are well defined. Campus administrators are prepared to assume their responsibilities in the mentoring of the beginning teacher. As part of the support team, campus administrators receive training on beginning teacher development, needs, support systems, and coaching skills that optimize the chances for beginning teacher success.

### **Part 2: Support and Formative Assessment**

**Standard 5:** Each member of the campus support team - campus administrator, experienced teachers, coaches, and teacher mentor - is well prepared to support the beginning teacher. This support includes one-to-one coaching and may also include small or group instruction with other beginning teachers.

**Standard 6:** Ongoing professional development for beginning teachers is designed to foster each beginning teacher's understanding of the state standards; the Texas Essential Knowledge and Skills (TEKS); the Learner-Centered Proficiencies; and local instructional initiatives.

**Standard 7:** Support team members are selected using well-defined criterion that are consistent with beginning teachers' assignments and needs. Additionally, each support team member is trained to coach beginning teachers.

**Standard 8:** Support team members are well prepared to assume their responsibilities and are consistently supported in their efforts to assist beginning teachers. Professional development focuses on the knowledge and skills necessary to identify and respond to beginning teacher needs. Program administrators will provide regular opportunities for support teams to plan and implement support activities.

**Standard 9:** Formative assessment will be used to measure continuous growth of the beginning teacher. The assessment information will be used to determine the scope and focus of ongoing professional development for the beginning teacher.

### **Part 3: Resources and Program Development**

**Standard 10:** The support program provides professional development for beginning teachers that enable them to work effectively with diverse student populations and communities.

**Standard 11:** Adequate resources are provided for beginning teachers and support teams.

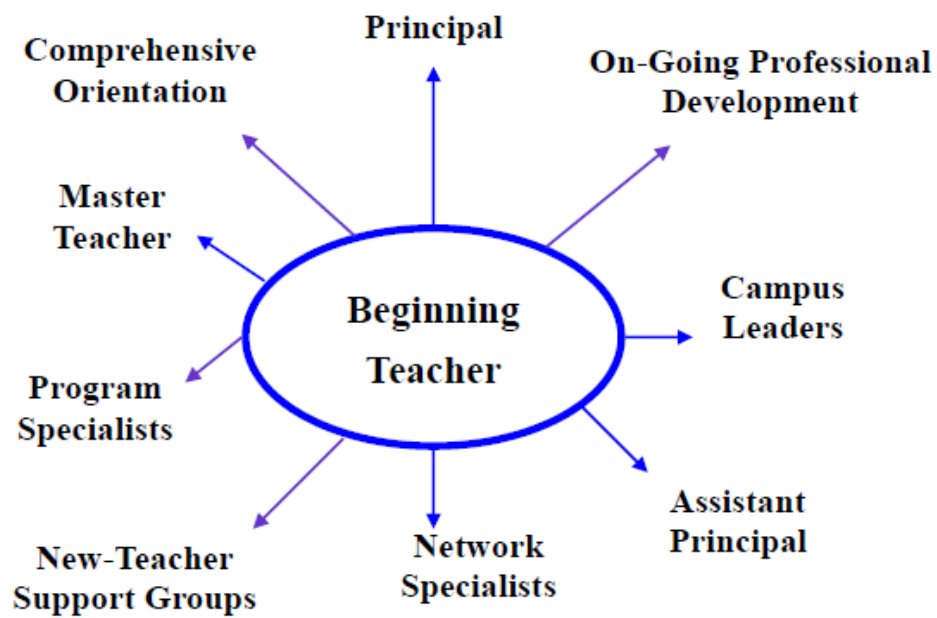
**Standard 12:** The program development, evaluation, and accountability mirror the state-level initiative. A comprehensive, ongoing system of program evaluation and development involves all stakeholders and fosters program improvements.

## New Teacher Induction Program Calendar

AUGUST 11-15, 2014	New Teacher Academy
AUGUST 11, 2014	Mentor Assignment forms submitted to <i>HCD</i> either online or by email to <a href="mailto:tamara.seals@fwisd.org">tamara.seals@fwisd.org</a>
AUGUST 25, 26, September 2, 3 <b>(Choose one)</b>	Required Mentor Training Workshop: <b>Choose one</b> workshop to attend (5:00-6:00 p.m. at the PDC)
SEPTEMBER 2014	Individual pairs of mentors and new teachers establish a schedule of <i>on-going</i> meetings for the upcoming school year.  Building principals/administrators receive, confirm, and approve a schedule of meetings with the new teachers for the upcoming school year.  Building principals forward updated list of mentors and new teachers for current school year to Tamara Seals ( <a href="mailto:tamara.seals@fwisd.org">tamara.seals@fwisd.org</a> )
SEPTEMBER 19, 2014	Action Plan complete collaboratively by both the New Teacher and the Mentor
OCTOBER 1, 2014 (For mentors appointed who have not already attended the training workshop)	Required Mentor Training Workshop: (5:00-6:00 p.m. at the PDC)
DECEMBER 2014	The mentor has discussed all information for the 1 <sup>st</sup> semester with the new teacher by this time.
JANUARY 7 or 8, 2015 (For mentors appointed after October 1)	Required Mentor Training workshop: (5:00-6:00 p.m. at the PDC)
JANUARY 16, 2015	Action Plan complete collaboratively with both the New Teacher and the Mentor



**New Teacher Induction and Mentoring  
Support Model**



Mentor's name \_\_\_\_\_ New Teacher's name \_\_\_\_\_ Campus # \_\_\_\_\_

Check one: \_\_\_\_\_ 1<sup>st</sup> semester - Due September 19, 2014 \_\_\_\_\_ 2<sup>nd</sup> semester - Due January 16, 2015

### New Teacher Induction Action Plan

Domains	Areas for Growth	Strategies for Improvement		Smart Goal	Date to be completed & Date to be reviewed
		Mentor Activities	Mentee Activities		
Student Engagement and Learner Centered Instruction					The week of January 5 - 9, 2015 for 1 <sup>st</sup> semester.
					The week of May 11-15, 2015 for 2 <sup>nd</sup> semester.
Instructional Planning and Instructional Strategies					The week of January 5 - 9, 2015 for 1 <sup>st</sup> semester.
					The week of May 11-15, 2015 for 2 <sup>nd</sup> semester.

Domains	Areas for Growth	Strategies for Improvement		Smart Goal	Date to be completed & Date to be reviewed
		Mentor Activities	Mentee Activities		
Evaluation and Feedback					<p>The week of January 5 - 9, 2015 for 1<sup>st</sup> semester.</p> <p>The week of May 11-15, 2015 for 2<sup>nd</sup> semester.</p>
Classroom Management					<p>The week of January 5 - 9, 2015 for 1<sup>st</sup> semester.</p> <p>The week of May 11-15, 2015 for 2<sup>nd</sup> semester.</p>

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Mentor's Signature

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New Teacher's Signature



**Welcome to PACT.** This site is designed to provide immediate support and guidance in your teaching career. Traditional mentoring has usually fallen to a campus mentor. PACT assists the campus mentor by giving the new teacher access to additional resources day and night. PACT provides you with professional development, resources, tools, chat rooms, discussion boards, and electronic mentors.



The eMentors are hand selected experienced teachers and administrators who are there to help you. They are trained and have signed a confidentiality form stating that no information about individual participants will be released. There is also an on-line facilitator who will maintain the integrity and quality of the site.

To explore the site, participate in professional development, post a question or explore our resources visit:

<https://pact.tarleton.edu/pact>

**Self-Guided Resources:**

- Chat System
- Help Resources
- Message board
- External Resources
- Monthly professional development
- News and Announcements

**Facilitated Resources:**

- Help Requests addressed by an eMentor
- Spotlight Chats facilitated by content experts
- Discussion Board responses from eMentors

**Earn Continuing Education Credit:**

The **PACT Academy** will offer a library of professional development modules. Each module will provide 2 hours of CE credit. In addition to earning CE credit, you could earn the title of PACT Academy Honors Alumni by completing at least one professional development module per month for 8 months.

Questions? Contact us at [pact@tarleton.edu](mailto:pact@tarleton.edu)