
***Troup
County
School
System***

Troup County

Teacher

Induction Program



Troup County School System

Your Future Starts Today

***Dr. Brian
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of Schools***

Induction Program Manual

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Mission, District Goals, and Beliefs

Mission Statement

The mission of the Troup County School System is to educate all students in a challenging and safe learning environment, so they will become productive citizens in a diverse and changing world.

District Goals

- Ensure all students achieve at their highest level of academic performance.
- Provide a safe, secure, and wholesome learning environment.
- Engage all students, staff, families, businesses, and the community in the educational process.
- Maximize efficiency and productivity in pursuit of the system's mission.

Beliefs

We believe that:

- Students are the primary focus of all decisions.
- Each student is a valued individual with unique social, emotional, physical, and intellectual needs.
- Students have a shared responsibility for their own learning.
- Clear and high expectations contribute to success.
- All students can learn when provided with a rigorous curriculum and when supported academically, socially, and emotionally.
- All students must be prepared to function effectively in a knowledge-based, technologically-rich, and culturally diverse world.
- Effective and engaging instruction provides the knowledge and skills to meet global challenges and opportunities.
- Students who are lifelong learners are prepared to meet future challenges.
- Students, staff, parents, and the community share the responsibility for the support of the TCSS mission.
- Students benefit from strong family, school, and community partnerships.
- Effective communication between home and school is essential.
- The TCSS should be guided by long-range plans designed to meet the vision, mission, and goals of the district.

Introduction

Troup County School System strives to attract, retain and train the best teachers, principals, and support staff. Assisting beginning teachers to fulfill the expectations of the position improves the quality of instruction for all students and student achievement is ensured.

The Troup County Teacher Induction Program was created to offer induction through quality professional learning aimed at the needs of teachers with induction certification. The mentor teacher may receive professional learning along with the Induction Phase Teacher, which will also improve instruction and increase school effectiveness.

School systems across the country support induction programs for new teachers. Like Troup County Schools, these systems recognize that new teachers value support for a variety of academic, emotional and social needs. A strong induction program can effectively assist in meeting these needs. By using trained, experienced, successful teachers as mentors, Troup County is providing an important incentive that increases job productivity and satisfaction and helps to retain competent professionals. The Troup County Teacher Induction Program gives our beginning teachers the support they need early in their careers and rewards mentors for sharing their experience and expertise with their colleagues.

Definitions

Induction Phase Teacher (Year One) – a teacher in the first year in the teaching profession

Induction Phase Teacher (Year Two and Three) – a teacher in years two or three of the teaching profession

Mentor – a qualified, interested, experienced teacher who matches the needs of the Induction Phase Teacher

Induction Plan Team – consists of a building administrator, mentor, Induction Phase Teacher, and system-level representative

Selection of Mentors

Mentors will be recruited and selected based on established mentor guidelines.

Mentors must provide support in a variety of areas such as discipline, classroom management, instructional practices, content, self-reflection, and measuring student success and needs.

A mentor teacher MUST:

- Have completed at least three years of successful teaching experience.
- Commit to one to three years of support to the Induction Teacher.
- Rank satisfactorily on the rubric for *Mentor Teacher Essential Traits and Skills*. (Appendix A)
- Complete (annually) mentor training assigned by the Troup County School System within the designated timeframe.

Required Mentor Training Program

Mentors will complete the following professional learning as needed:

- Program overview and roles and responsibilities
- Needs of beginning teachers
- Classroom management
- Response to Intervention (RTI) for staff
- Teaching adult learners
- Teacher Assessment on Performance Standards (TAPS)
- Methods of mentoring (peer observation, modeling, observing, co-teaching, conferencing, coaching)

A mentor MUST be assigned to any teacher in Troup County who holds induction certification.

The Role of the Induction Phase Teacher Support Team

The Induction Phase Teacher Support Team will include: the induction phase teacher, a mentor, a building administrator, and a system-level representative.

1. The Induction Phase Teacher Support Team will be created in collaboration with the building administrator and Assistant Superintendent of Curriculum, Instruction, and Professional Learning or his/her designee.
2. The Induction Phase Teacher Support Team will be formed at the beginning of the school year and as needed when new teachers are hired throughout the remainder of the school year.
3. The Induction Phase Teacher Support Team will regularly assess progress using multiple sources of data such as self-assessment, observations, and documentation. While some professional learning will be common for all Troup County teachers, other professional learning will be differentiated based on the needs of the Induction Phase Teacher.

An individual Teacher Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each Induction Phase Teacher.

- Professional learning should be aligned to the Teachers' Assessment on Performance Standards (TAPS).
- The plan will drive the professional learning of the Induction Phase Teacher.
- Assessments will follow the process outlined in the TAPS handbook.
- The plan should be written based on classroom observations (both formal and informal) and the Teacher Keys Effectiveness System Self-Assessment.
- The team will meet three times per year for Induction **YEAR 1**:
 - ✓ Individual Induction Plan Meeting #1 should be completed no earlier than September 1st and no later than September 30th (Appendix C)
 - ✓ Individual Induction Plan Meeting #2 should be completed no earlier than October 30th and no later than February 1st (Appendix D)
 - ✓ Individual Induction Plan Meeting #3 should be completed no earlier than March 1st and no later than May 30th (Appendix E)
- The team will meet two times per year for Induction **YEAR 2 & 3**:
 - ✓ Individual Induction Plan Meeting #1 should be completed no earlier than September 1st and no later than September 30th (Appendix C)
 - ✓ Individual Induction Plan Meeting #2 should be completed no earlier than March 1st and no later than May 30th (Appendix D)

- A minimum of two Induction Phase Teacher goals should be written in the Individual Induction Plan. These goals should align with needs identified through the Teacher Keys Effectiveness System.

*** System-level representatives will meet with assigned induction teachers during the first month of school and make themselves available as a contact. They will not attend induction meetings unless specifically requested.**

The Role of the Building Administrator

Building administrators are REQUIRED to:

- Support and follow procedures of the Troup County Teacher Induction Plan.
- Attend Induction Phase Teacher Support Team meetings as scheduled.
- Monitor assigned inductees' progress.
- Assist in coordinating Mentor/Induction Phase Teacher observations.
- Assist in coordinating Mentor/Induction Phase Teacher collaboration.
- Communicate needs of Mentors/Induction Phase Teacher to Assistant Superintendent of Curriculum, Instruction and Professional Learning.
- Provide information to Mentors/Induction Phase Teachers as appropriate.
- Verify documented time logs.
- Submit required documents to the Assistant Superintendent of Curriculum, Instruction, and Professional Learning or his/her designee in a timely manner.

The Role of the Mentor

Mentor teachers are REQUIRED to:

- Commit to the mission, vision, and goals of the Troup County School System.
- Provide professional, individual support to the Induction Phase Teacher through collaboration and effective communication.
- Coordinate/facilitate interventions and professional learning experiences to guide growth and development of the Induction Phase Teacher.
- Serve on the Teacher Induction Support Team.
- **Lead the Induction Team Meetings.**
- Successfully complete the initial and ongoing mentor training programs.
- Familiarize Induction Phase Teachers with building culture, routines, schedules and physical layout.
- Follow the timeline to meet with the Induction Phase Teacher to address the calendar/monthly focus topics.

- **YEAR 1:** Observe the Induction Phase Teacher twice; once during the first month of school and at least once more before the end of the first semester. A pre/post conference shall be held for each observation with feedback provided. (Mentor is not the Induction Phase Teacher's evaluator/administrator.)
- **YEAR 2 & 3:** Observe the Induction Phase Teacher once during the first semester. A pre/post conference shall be held for each observation with feedback provided. (Mentor is not the Induction Phase Teacher's evaluator/administrator.)
- **YEAR 1:** Model at least one lesson for the Induction Phase Teacher. It is permissible to schedule a teacher other than the mentor to model this lesson if the mentor/mentee do not teach comparable groups of students, grade level, or subject. The first lesson should occur after the mentor has observed the Induction Phase Teacher but within the first quarter of school. The mentor should model additional lessons if the need arises.
- Provide support and resources if requested and as appropriate.
- Attend any school level support meetings for new teachers.
- **Maintain the confidentiality of all Induction Phase Teacher/mentor interactions.**
- Ensure that the Induction Phase Teacher is participating in the reflection process through professional dialogue.
- Document time spent on Induction Phase Teacher/Mentor Activity Log. **(Appendix F)**

The Role of the Induction Phase Teacher

Induction Phase Teachers are REQUIRED to:

- Attend the Troup County School System New Teacher Orientation.
- Understand an effective induction program relies on the willingness of the Induction Phase Teacher to receive honest feedback from mentors and administrators.
- Participate in all facets of the induction program to ensure teacher effectiveness that will have a positive impact on student achievement.
- Serve on the Teacher Induction Support Team.
- **YEAR 1:** Meet with the mentor teacher every week during the months of August through October, and every month during the remainder of the school year.
- **YEAR 2 & 3:** Meet with the mentor teacher every two weeks during the months of August through October, and every month during the remainder of the school year.
- **YEAR 1:** Be observed by the mentor once during the first month of school and again before the end of first semester. A pre/post conference shall be held for each observation with written feedback provided.
- **YEAR 2 & 3:** Be observed by the mentor once during the first semester. A pre/post conference shall be held for each observation with written feedback provided.
- **YEARS 1, 2, & 3:** Observe the mentor or other skilled colleague at least once during the first quarter.

- Participate in conferences with mentors and follow the monthly focus topics.
- Attend any school level meetings called by the building administrator or the Induction Phase Teacher Support Team.
- **Maintain the confidentiality of all Induction Phase Teacher/Mentor interactions.**

The Role of the System-Level Representative

System-Level Representatives are REQUIRED to:

- Attend Induction Phase Teacher Support Team meetings if requested.
- Serve as a liaison between the Induction Phase Teacher's needs and central level resources.
- Follow through on commitments/concerns identified at team meetings.
- Be available to provide additional support as needed.

SUGGESTED/RECOMMENDED MONTHLY FOCUS TOPICS

Year #1

****The following calendar with monthly focus topics is suggested and should be based on the school, situation, or Induction Phase Teacher's needs.**

Preplanning: Building Orientation

Orientation Checklist (completed as early as possible, no later than the end of the first month of school) **(Appendix B)**

- Culture: student population/diversity, history/location of school, demographics
- Facility: layout/tour of building, location of essential materials/supplies
- Policies/Procedures: handbook orientation, current School Improvement Plan goals, rules/expectations
- Personnel: introduction/overview of administration, support staff, and team members
- Classroom Set Up: supplies, bulletin boards, arrangement
- Technology: resources, usage, policies

August: Classroom Management/Environment/Communication

- Procedures/Policies: clarity, definition, implementation, practice
- Expectations: clarity, consequences, rewards
- Strategies: behavior management, parent communication, consistency
- Records: organization, data recording
- Communication/Parent: when, how, why, methods
- Communication/Student: individual/group, methods, discipline/praise
- Observe Induction Phase Teacher during the first month of school and have pre/post conference

September: Curriculum and Instruction

Teacher Induction Plan Meeting #1 (completed no earlier than September 1st and no later than September 30th) **(Appendix C)**

- Standards: familiarity, state/local, location, resources
- Curriculum: maps and resources
- Planning: format, short term/long term, differentiation, materials, assessment
- Strategies: resources, whole class, small group, individual, pacing, variety, questioning
- Model exemplary practice by the end of first quarter

October: Assessment

- Purpose/Interpretation: planning for instruction, data organization, confidentiality
- Data Information: classroom progress monitoring, at-risk
- Formative/Summative: standardized, teacher-made, variety, learning styles, modifications, rubrics, benchmarks
- Progress Monitoring: data collection, reports, classroom analysis
- State Test: curriculum map examples
- Do not forget to observe Induction Phase Teacher once more before the end of the first semester.

November: Special Needs Students

Teacher Induction Plan Meeting #2 (completed no earlier than October 30th and no later than February 1st) **(Appendix D)**

- English Language (EL): resources, instructional methods, needs
- Student Support Team (SST)/504: explanation, record keeping, modification, observation, needs
- RTI: screening, progress monitoring, researched based strategies, at-risk
- Gifted: explanation, modifications, needs, differentiation
- Special Education: categories, services, accommodations, identification, co-teaching
- In Crisis: short/long term, role of counselor/support staff

December: Technology & Time Management

- Technology Programs: support, trouble-tracking
- Google: calendar, appointments, schedules, email, distribution lists, contacts
- Data/Paper work: organization, prioritization
- Meetings: calendars, roles, choices
- Balance: prioritization, meeting personal needs

January: Communication & Professionalism

- Colleagues: establishing relationships, role, challenges/rewards
- Administration: methods, professionalism, respect, prioritization
- Community: methods, serving needs, public relations
- Code of Ethics: confidentiality, professionalism, accountability

February: Professional Development

- Goals: short/long term professional desires/needs, timing, resources
- Organizations: resources, purposes, availability
- Professional Learning Unit's (PLU's): where, how, timing, needs
- What do I need now?

March/April: Successes & Celebrations

Teacher Induction Plan Meeting #3 (completed no earlier than March 1st and no later than May 30th) **(Appendix E)**

- Reflecting upon professional and personal growth:
 - Students
 - Curriculum
 - Stakeholders

May: The Last Weeks of School

- Expectations: calendar review; traditions of school; attitudes/behaviors
 - Closure: inventories; paperwork; data management; classroom needs
 - Summer Goals: plans for professional development; personal plans
-

SUGGESTED/RECOMMENDED MONTHLY FOCUS TOPICS

Year #2/3

****The following calendar with monthly focus topics is suggested and should be based on the school, situation, or Induction Phase Teacher's needs.**

Preplanning

- Continuation of any previous Preplanning topics based on the needs of the Induction Phase Teacher
- Positive Learning Environment

August

- Continuation of any previous August topics based on the needs of the Induction Phase Teacher
- Research-based Instructional Strategies

September

Teacher Induction Plan Meeting #1 (completed no earlier than September 1st and no later than September 30th) **(Appendix C)**

- Continuation of any previous September topics based on the needs of the Induction Phase Teacher
- Differentiated Instruction

October

- Continuation of any previous October topics based on the needs of the Induction Phase Teacher
- Academically Challenging Environment

November

- Continuation of any previous November topics based on the needs of the Induction Phase Teacher
- Electronic Testing Platform

December

- Continuation of any previous December topics based on the needs of the Induction Phase Teacher
- Student Learning Objectives

January

- Continuation of any previous January topics based on the needs of the Induction Phase Teacher
- CCRPI

February

- Continuation of any previous February topics based on the needs of the Induction Phase Teacher
- SLDS/Student Growth

March/April

Teacher Induction Plan Meeting #2 (completed no earlier than March 1st and no later than May 30th) **(Appendix D)**

- Reflecting upon professional and personal growth:
 - Students
 - Curriculum
 - Stakeholders

May: The Last Weeks of School

- Expectations: calendar review; traditions of school; attitudes/behaviors
- Closure: inventories; paperwork; data management; classroom needs
- Summer Goals: plans for professional development; personal plans

Release Time Support for Observations and Collaboration

The building administrator will provide support for the purpose of observation and collaboration. The mentor should have time allocated with class coverage to observe the Induction Phase Teacher. If needed, the Induction Phase Teacher should have time allocated with class coverage to observe the mentor. The building administrator should make every effort to handle class coverage within the building. In cases where this is not possible, refer to Appendix H.

Program Evaluation

The Troup County Teacher Induction Program will be evaluated based on the following pieces of evidence:

- Program evaluation includes the cycle of: data collection, analysis of the data, and action based on the analysis, and it occurs within a framework of continuous improvement.
- Documentation of all meetings/conferences between the mentor and Induction Phase Teacher will be submitted to the building administrator for his/her review. The administrator may request this documentation at any time during the year to help assess the success of the mentoring relationship and the fidelity of implementation.
- Data collected as part of the program evaluation will be used to determine needed changes.
- Analysis of evidence should be included as part of the program evaluation and results of the Teacher Keys Effectiveness System (TKES) and two teacher goals in the Individual Induction Plan. Evidence includes participant reactions and the impact of change as compared to the expected outcomes of the induction program.
- The Office of Curriculum, Instruction, and Professional Learning will hold focused group discussions with the mentors and Induction Phase Teachers to determine the success of the learning experience. Surveys may also be utilized. This data will be used to improve and extend future mentoring programs.