

# New Teacher Induction

August 18, 2021

# Welcome to Timberlane!



*The Mission of the Timberlane Regional School District is to engage all students in **challenging and relevant learning opportunities**, emphasizing **high aspirations and personal growth**.*

# Mentoring Program Overview

*The mission of the Timberlane School District Mentoring Program is to provide guidance and collaborative support to professionals in their first 3-5 years of service and beyond.*

- *Understanding district expectations*
- *Achieving personal and professional goals*
- *Developing sound instructional practices that lead to high quality instruction and learning for all students*
- *Opportunities for experienced teachers to self-renew and revitalize through mentor service*



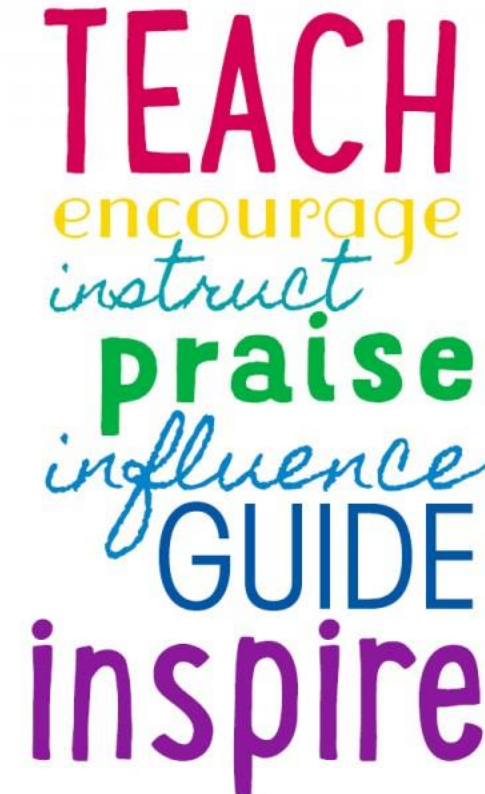
# New Teacher Support through Mentoring

Differentiated levels of support based on prior experience in discipline:

- **Mentor meetings:**
  - Year 1 – weekly
  - Years 2 & 3 – biweekly
  - Experienced Educators – monthly
  - Related Services Providers – 6 PLC meetings
- **Mentor Observations & Learning Focused Conversations**
  - Year 1 – 3 times (by October 15, January 31, April 1)
  - Years 2 & 3 – 2 times (by December 8 & April 1)
  - Experienced Educators – upon request by educator or administrator
  - Related Services Providers – upon request by educator or administrator

# New Teacher Support through Mentoring

- **Educator Observations of Master Teachers – Coordinated by Mentor**
  - Years 1, 2, & 3 – minimum of 2 times per year (more upon request) prior to April 15
  - Experienced Educators & Related Services Providers – upon request by educator
- **After School Focus Sessions**
  - 4 Elementary and Secondary Sessions throughout the year



TEACH  
encourage  
instruct  
praise  
influence  
GUIDE  
inspire

# Supervision & Evaluation

# Timberlane Philosophy of Evaluation

- *The TRSD Evaluation Program focuses on the **professional enhancement** of each educator so that s/he can best facilitate the education of all students, **promoting high standards and continuous improvement** for students while preparing them to be self-sufficient, contributing citizens.*
- *The district believes that learning is a continual process that must be embraced by children and adults.*

# The TRSD Evaluation Plan:



- **Promotes a spirit of professional inquiry:**
  - Encourages self-evaluation and reflection;
  - Personalized professional development opportunities connected to professional goals
- **Encourages collegiality:**
  - Individual goals / action steps collaboratively developed between educator and evaluator;
  - Regular opportunities for collaborative, reflective conversations with evaluator
- **Empowers the individual to regularly reflect upon his/her expectations and practices:**
  - Pre-observation and post-observation reflections
  - Year-end goal reflection meetings with evaluator
  - Summary reflection every 3 years
- **Creates a positive professional atmosphere marked by mutual respect and commonality of purpose**
  - Goals are designed to connect to and support school/district goals



# New Educator Plan

Educators new to the profession or the TRSD:

- Annual Self-Assessment
- Goal-Setting
- Formal / Structured Observations (2 per year)
- Informal / Unstructured Observations (2 per year)
- Unassociated Observations (not required)
- Annual Reflection of Progress
- Summary Conference (end of year 3)



# New Educator Plan

## Annual Self-Assessment

- Charlotte Danielson's Framework for Teaching
- Educators self-reflect on current level of performance in each domain and sub-component.



# New Educator Plan, cont.

## Goal Setting Meeting (prior to Nov. 1)

**Goals** are pre-set for teachers in years 1-5:

1. **Planning & Preparation:**  
Plan and prepare for quality instruction, both long and short term, in each course/curriculum area taught.
2. **Classroom Environment:**  
Develop a plan for maintaining a positive learning environment including such items as rules and procedures, positive communication, student recognition systems, etc.
3. **Instruction:**  
Employ a variety of instructional strategies, such as group work, skits, hands-on activities, use of technology, etc.
4. **Professional Responsibilities:**  
Become familiar with and fulfill all professional responsibilities.

**Action steps** developed in collaboration with evaluator

“Identify activities you will do to meet this goal”:

# Formal / Structured Observations (2 per year)

## **Pre-Observation meeting, Observation, Post Observation & Reflection**

### **Pre-Observation Form (Teacher Response)**

1. What are your learning outcomes for this lesson? What do you want the students to learn and understand?
2. To which part of your curriculum does this lesson relate? What district goals/objectives or curriculum standards does this lesson support?
3. How does this learning fit in the sequence of learning for this class?
4. Briefly describe the students in this class, including those with special needs.
5. How will you engage the students in the learning? What will you do? Will the students be working in groups, or individually or as a large group?
6. How will you differentiate instruction for individuals or groups of students in the class?
7. How do you plan to assess student achievement of the goal(s)?
8. Is there anything that you would like me to specifically observe during the lesson?

# Formal / Structured Observations

## Post-Observation Meeting

### **Educator Post-Observation Reflection**

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. As you reflect on the lesson, to what extent were students productively engaged?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?
5. Did you alter your goals or instructional plan as you taught the lesson? Why?
6. If you had the opportunity to teach this lesson again, to this same group of students, would you do anything differently? Why?

# Formal / Structured Observations Post-Observation Meeting

## Evaluator Response

- Description of Classroom Environment
- Synopsis of Lesson / Observation
- Comments Organized by Domain:
  - Evidence from each observed during observation, organized by Domain & Component
  - Language from Danielson Rubric
  - Overall rating for each domain (Unsatisfactory, Basic, Proficient, Distinguished)
- Strengths Observed
- Areas for Growth / Recommendations

# Informal / Unstructured Observations

- 2 per year, 20 minutes or less
- Unannounced
- Informal Evaluation Form (Completed by Evaluator)
  - Description of Classroom Environment
  - Synopsis of Lesson / Observation
  - Comments Organized by Domain:
    - Evidence from each observed during observation, organized by Domain & Component
    - Language from Danielson Rubric
    - Overall rating for each domain (Unsatisfactory, Basic, Proficient, Distinguished)
  - Strengths Observed
  - Areas for Growth / Recommendations

# End of Year Reflection on Goals

- Goal-Reflection Form
  - Identify yearly progress and give examples
- Goal-Reflection Meeting
- Summary Conference at end of Year 3





# Experienced Educator Plan

- Educators on a Continuing Contract in the TRSD
- Three Year Cycle:
  - Self-Reflection (against Danielson Framework for Teaching)
  - Annual Goal-Setting / Collaborative Development of 2 SMART goals:
    - Student Learning Objective (SLO)
    - School / District Goal
  - Formal / Structured Observation (1 in 3 year cycle)
  - Informal / Unstructured Observations (2 per year)
  - Annual Reflection of Progress on SLO & School / District Goal
  - Summary Conference (at end of 3 year cycle)

