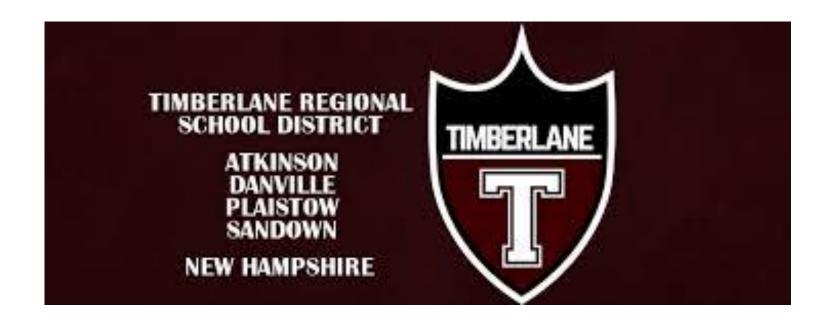
New Teacher Induction

August 16, 2022

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



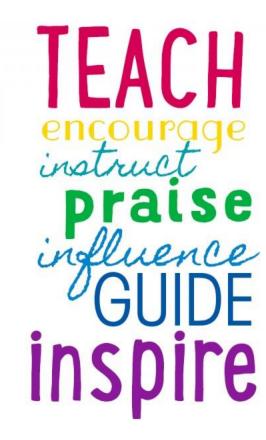
New Teacher Support through Mentoring

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



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.

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 subcomponent.



PLANNING AND PREPARATION

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- le Designing Coherent Instruction
- 1f Designing Student Assessments



CLASSROOM ENVIRONMENT

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

PROFESSIONAL RESPONSIBILITIES



INSTRUCTION

3

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":

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)

