

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

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.*

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”:

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)

