Goals of Induction Planning Committee

- Reduce Turnover
  - Instructional Coaches will work to support the new teachers by checking in with them frequently and pulling them for one on one curriculum work/support as needed.
- Support our Inexperienced Staff
  - New teachers must learn how to handle classroom management issues, how to structure lessons, and how to organize a classroom. Induction lessons are designed based on the needs of our new teachers and model best teaching practices.
- Share a consistent message about best instructional practices that support LCTI’s mission
  - Message will be set and delivered during face-to-face induction meetings as facilitated by administrators and instructional coaches
- Set common expectations for mentors and mentees
  - Create a common time during induction meetings for mentors and mentees to review a list of predetermined items

The Plan to Achieve These Goals

- Convene an Induction Committee - Consisting of a mix of CTE, academic, and instructional coaches
- Train the Induction Committee - Teachers will attend a Mentor Training at RMCTC presented by Temple
- Summer Work - The Induction Committee will work to develop mentor documents, applications, and checklists for August, September, and October.
- Assessing the Needs of New Teachers - Instructional Coaches will meet frequently with new teachers to assess needs and create Professional Development catered to their needs that fits within the Induction Focus Areas.
- Professional Development - Induction Meetings will be designed to fit the needs of new teachers. New teachers will participate in one hour of professional development with the coach and have thirty minutes of collaboration time with their mentors.
- Induction Committee Check-Ins - The Induction Committee will meet four times throughout the year to update checklists and evaluate the effectiveness of the program. Changes will be made as needed.
- Mentor/Mentee Evaluation - Mentors and mentees will evaluate the effectiveness of the induction program in May. Teachers will have the opportunity to review past checklists and topics and give suggestions on what to change for the following year.

Mentor Documents

- Mentor Job Description
- Mentor Selection Process
- Mentor Application
- Mentor-Mentee Agreement
## Induction Focus Areas

<table>
<thead>
<tr>
<th>Code of Professional Practice and Conduct for Educators</th>
<th>Assessments</th>
<th>Best Instructional Practices</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>Instruction</td>
<td>Accommodations and Adaptations for Diverse Learners</td>
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<tr>
<td>Data Informed Decision Making</td>
<td>Materials and Resources for Instruction</td>
<td>Safe and Supportive Schools</td>
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<th>Standards</th>
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## Meeting Date | Area of Focus | Big Ideas/Details |
|---------------|---------------|-------------------|
| August Day 1  | ➔ Code of Professional Practice and Conduct for Educators  
◆ Professional Responsibilities | ● [Teacher Ethics Review](#) |
|               | ➔ Curriculum  
➔ Safe and Supportive Schools  
◆ Classroom Management | |
| August Day 2  | ➔ Code of Professional Practice and Conduct for Educators  
◆ Professional Responsibilities | ● [How to Structure a Lesson](#)  
● [4 Ways to Start the School Year Off Right](#) |
|               | ➔ Curriculum  
➔ Safe and Supportive Schools  
◆ Classroom Management | |
| August Day 3  | ➔ Code of Professional Practice and Conduct for Educators  
◆ Professional Responsibilities  
➔ Safe and Supportive Schools  
◆ Classroom Management | ● [What Would You Do?](#)  
● [Mentor/Mentee Checklist - Day 3](#) |
| August Day 4  | ➔ Code of Professional Practice and Conduct for Educators  
◆ Professional Responsibilities  
➔ Assessments  
➔ Data Informed Decision Making | ● [What’s in a Grade?](#)  
● [Mentor/Mentee Checklist - Day 4](#) |
<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
<th>Materials and Resources for Instruction</th>
<th>Additional Resources</th>
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| September (1.5 Hours) | Safe and Supportive Schools  
- Lab and Classroom Safety  
- Assessments  
- Materials and Resources for Instruction | ➔ | ● **How to Teach Safety**  
● Mentor/Mentee Checklist - September |
| October (1.5 Hours) | Safe and Supportive Schools  
- Classroom Management  
- Best Instructional Practices  
- Instruction | ➔ | ● **Handling Student Behaviors**  
● Mentor/Mentee Checklist - October |
| November (1.5 Hours) | Accommodations and Adaptations for Diverse Learners  
- Data Informed Decision Making | ➔ | ● **Observable Behavior**  
● Mentor/Mentee Checklist - November |
| December (1.5 Hours) | Safe and Supportive Schools  
- Teacher Self Care  
- Mentor/Mentee Checklist - December | ➔ | ● **Teacher Self Care**  
● Mentor/Mentee Checklist - December |
| January (1.5 Hours) | Assessments  
- Materials and Resources for Instruction  
- Data Informed Decision Making | ➔ | ● **Formative Assessments**  
● Mentor/Mentee Checklist - January |
| February (1.5 Hours) | Assessments  
- Materials and Resources for Instruction  
- Best Instructional Practices  
- Instruction | ➔ | ● **CTE and ELA Classroom Visit**  
● Mentor/Mentee Checklist - February |
| March (1.5 Hours) | Accommodations and Adaptations for Diverse Learners  | ➔ | ● **Supporting English Language Learners**  
● Mentor/Mentee Checklist - March |
| April (1.5 Hours) | Materials and Resources for Instruction  
- Best Instructional Practices | ➔ | ● **Super Simple Strategies - Best Instructional Practices**  
● Mentor/Mentee Checklist - April |
| May (1.5 Hours) | Curriculum  
- Standards | ➔ | ● **POS Task List Review - Scope and Sequence Activity**  
● Mentor/Mentee Checklist - May |