

# Chesterfield County School District



## Induction and Mentoring Program for Classroom-Based Teachers

2018-2019

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## **Purpose and Scope of Mentoring**

Chesterfield County School District will provide an induction and mentoring program for all beginning classroom-based teachers, annual contract teachers receiving diagnostic assistance, library media specialists, school guidance counselors, and speech-language therapists in order to improve teacher performance and effectiveness, promote personal and professional well-being of beginning teachers, transmit the school system's culture; integrate the beginning teacher into the Chesterfield County School District community, and promote the retention of beginning teachers. This assistance and support to beginning educators will be consistent with the requirements of the December 2017 *South Carolina Induction and Mentoring Guidelines* and the *Legislative Mandate* as specified below:

*S.C. Reg. § 43-205.1.III.B requires each district to develop and implement a plan complying with SBE guidelines to provide 'comprehensive guidance and assistance' to teachers in each induction year."*

*"Under these mandates, South Carolina's induction and mentoring initiative exists as a collaborative effort among the state's school districts, the teacher education programs in the state's colleges and universities, the SBE, the SCDE (through the Office of Educator Effectiveness and Leadership Development (OEELD)), and CERRA. Implemented by the individual school districts statewide, these induction and mentoring programs will have one overriding objective: to inform, encourage, and support beginning teachers for the purpose of improving the quality of teaching in the state, raising the level of student achievement and reducing the rate of attrition among our newest teachers."*

Chesterfield County School District's Induction and Mentoring Program will include the following components:

### **Orientations**

As stipulated in state guidelines, beginning teachers participate in district and school orientations at the beginning of the year. There are 3 types of orientations held: new teacher orientation for all new teachers to the district and to the profession, induction teacher and annual diagnostic teacher orientation, and school orientation.

The New Teacher Orientation Event provides introductions to key stakeholders in the district including the Superintendent, Assistant Superintendent, Board Chair, and district office administrators. Topics on the agenda include curriculum, teacher and student-oriented services, information technology, brief ADEPT overview, staff conduct and responsibilities, requirements for professional educator certification and certificate renewal, utilization of district and community resources, and general district procedures and expectations. All new teachers will be scheduled to discuss district benefits on an individualized basis.

All induction and annual diagnostic contract teachers will be required to attend a comprehensive Expanded ADEPT Orientation where they meet with their mentors and receive instruction on

*The South Carolina Teaching Standards 4.0 Rubric* and requirements for the new teacher formative evaluation process. They will receive written and oral explanation of induction requirements.

At the school level, the building administrator will provide a school orientation consisting of pertinent school procedures, routines, and documents. Mentors help ensure that induction teachers and annual diagnostic teachers are aware of additional policies such as how to order supplies, how to organize a classroom, and where to find instructional resources.

### **Assignment of Mentor and Assistance Team**

Prior to the beginning of the school year, the district ADEPT Coordinator, in conjunction with the school principal, will determine the best possible mentor match for each Induction contract teacher and Annual Diagnostic contract teacher. Each teacher will be assigned a two member assistance team which will consist of the school administrator who has attained SCTSS certification and a certified mentor who has been trained in Expanded ADEPT and the skills of mentoring. The mentor will work closely with the induction teacher throughout the year.

The Assistance Team will attend a required orientation that includes an explanation of Expanded ADEPT, *The South Carolina Teaching Standards 4.0 Rubric*, the New Teacher model, I & M processes (data collection, timeline, forms, etc.), and a review of individual responsibilities.

### **Matching Mentors to Teachers**

In assigning a mentor to a teacher, the district must match the mentor to the teacher according to at least two of the following three factors:

- areas of certification (*Note: Matching certification is required for school guidance counselors, library media specialists, and speech-language therapists.*)
- grade levels; and/or
- physical proximity

The district will make every effort to make the most effective teacher-mentor pairing based on other factors such as compatibility, professional needs, the working environment, and the like and ensure that the mentor is assigned to and begins working with the teacher in a timely manner—no later than two weeks following the teacher’s start date or the date that an evaluation-based determination is made to assign a mentor. The district will reconsider the assignment in a timely manner when either the mentor or the teacher is dissatisfied with the pairing.

Chesterfield County School District’s Plan implements the same qualifications, requirements, training, support, and professional development opportunities for mentors as outlined in the state’s I & M Guidelines as listed below:

### **Requirements for Becoming a Mentor**

- Valid educator certificate for his or her professional position
- Minimum of two years teaching at the continuing contract level
- Recommendation of a school administrator and the Induction and Mentoring Coordinator
- Demonstrated proficiency in use of instructional technology
- Current practitioner or has been employed in a SC public school within the last five years
- Successful completion of all required Mentor trainings and activities

### **Duties of an Effective Mentor**

- Participate in the full South Carolina Mentoring Cycle (see below)
  - Individual districts will determine the number of cycles to be completed annually (must be at least once per evaluation cycle)
- Within that cycle, mentors should utilize the following tools:
  - The Guide for Professional Success (GPS) as a map of the SC Mentoring Cycle
  - The Coaching Dialogue Protocol
  - The traits for effective feedback
  - The goal setting formula
- Maintain the confidential nature of the mentoring relationship
- Address the new teacher's needs through Teacher Learning Opportunities (TLOs) and provide resources
- Support the induction teacher in developing, executing, and reflecting on Student Learning Objectives (SLOs)
- Meet monthly with mentee to discuss challenges and review progress; submit contact logs or support documents as required by the district
- Mentors will conduct observations and assessments to provide feedback

### **Considerations for Effective Mentoring**

- Beginning teachers' needs: social/emotional, physical, and instructional: needs vary throughout the year and among new teachers
- Informal and formal communications are both equally needed; coaching dialogue: validate, clarify, and stretch & apply; effective communication: pause, paraphrase, and ask a question; the goal is to build efficacy through differentiated mentoring
- TLOs: Identify opportunities and the necessary steps for professional growth based on the teacher's needs, may be level one or two, the identification of TLOs may occur at any stage of the cycle

### **Training, Support, and Professional Development Opportunities for Mentors**

All mentors must complete the 2 day SC Mentor Training (or have completed the Update training) and received training on South Carolina Teaching Standards before serving as a mentor. They will be required to participate in continuing professional development activities within each five-year period; experienced mentors will be selected to participate in advanced training

opportunities conducted by CERRA and/or the SCDE's OEELD, to include SC Mentor Trainer Certification Training and other trainings developed by or endorsed by the SCDE and CERRA.

Mentors will be allowed to participate in district, state, or national seminars, workshops, or conferences on induction, teacher evaluation, mentoring and/or mentor forums, as well as opportunities for mentors to lead professional development around mentoring topics.

Administrative staff will provide additional support for mentors through regular communication with each mentor to address questions and identify challenges and solutions. These interactions help mentors feel appreciated, maintain a positive attitude, and maximize success in their mentoring roles.

### **Feedback on Quality and Effectiveness of I & M Plan**

The effectiveness of the district's Expanded ADEPT program will be ensured by employing an ADEPT Coordinator that will oversee all aspects of the ADEPT program. This person is responsible for monitoring the ADEPT process, planning monthly Induction Seminar sessions, conducting mentor and SCTS Rubric trainings, providing orientation for all team members, and encouraging team members to follow the ADEPT guidelines. The ADEPT coordinator will meet throughout the year with school administrators, mentees, and mentors to answer questions, gather feedback and clarify guidelines of the I & M process. The ADEPT Coordinator will collect ADEPT documentation, maintain files regarding the process, and report all ADEPT data and contract information to the SCDE through SCLead. The ADEPT Coordinator will consult with the SC Office of Educator Effectiveness to clarify guidelines and to interpret unique situations.

Input from teachers, administrators, and mentors is obtained through the surveys and individual conferences. The data gathered is reviewed and analyzed by the ADEPT Coordinator and the ADEPT District Leadership Team. The ADEPT District Leadership Team will be composed of the ADEPT Coordinator, the Personnel Director, primary, elementary, middle, and secondary school administrators, a college/university representative, and representatives from the instruction and curriculum department. The leadership team will be instrumental in reviewing the Chesterfield County Schools Expanded ADEPT program and in offering input and suggestions on all processes and making any updates or changes that might be needed. The Instruction Department, ADEPT Coordinator, and SLO District Lead Team will meet to analyze data and make needed changes to the SLO process.

### **New Teacher Class Sessions**

Induction 1 & 2 contract teachers and Annual Diagnostic contract teachers are given a schedule in August of New Teacher Sessions that are held throughout the year. Induction 1 contract teachers are required to attend all of the sessions while Induction 2 and Annual Diagnostic contract teachers are only required to attend selected sessions. The classes are held at least once a month and provide an opportunity for the teachers to share ideas, discuss alternatives, and support each other during the year. Attendance is kept at each class session and participants **must** sign-in. Induction 2 and Annual Diagnostic contract teachers will be supported by the ADEPT Coordinator and mentor by concentrating on individual needs of the teacher.

**Topics covered in the New Teacher Class Sessions** include, but are not limited to:

- district's policies, procedures, benefits, and calendar
- teacher-oriented and student-oriented services available in the district and the community
- social, cultural, and economic characteristics of the community being served by the district
- services and referral procedures related to special education and EL (English Learner) students
- The SCTS 4.0 rubric, teacher evaluation system, timelines, and due dates
- requirements for professional educator certification and certificate renewal
- development of an SLO
- classroom management techniques
- locating and utilizing materials & resources
- working with colleagues and parents
- an overview of the district's mentoring plan and the state's South Carolina Induction and Mentoring Program: Implementation Guidelines, including the web address at which the document is available: <https://ed.sc.gov/educators/educator-effectiveness/induction-and-mentoring/2017-induction-and-mentoring-guidelines/>

### **Evaluation of New Teacher Sessions**

Near the conclusion of the school year, induction teachers will complete an evaluation of the new teacher class. After reviewing the data, the ADEPT Coordinator will make the necessary adjustments to future class sessions as needed.

### **Student Learning Objectives and Professional Growth and Development Plan**

At least one SLO must be developed by all classroom-teachers undergoing formative evaluation. SLO Training will take place at the school level and in New Teacher Sessions. The Induction and Annual Diagnostic contract teachers will participate in SLO Training, begin to gather data, and draft an SLO for implementation during the first semester. The teacher will receive guidance, support, and approval by the school principal and his/her mentor.

The SLO may serve as the teacher's Professional Growth and Development Plan (PGDP), if no SCTS Indicators are scored as Unsatisfactory during the formative evaluation period. The evaluation team will review and score the SLO as supporting evidence for the teacher's overall evaluation rating.

If it is determined that the teacher requires a PGDP that focuses on additional areas of professional growth, outside of the SLO, the following requirements must be met:

- On the basis of the results of the formative evaluation period, the evaluation team and/or designated supervisor(s) must collaborate with the teacher to develop an appropriate CB-GBE based on SCTS Indicators.
- The plan must include the area of refinement that was identified during the evaluation.
- If multiple areas of refinement were identified, the areas must be prioritized so that no more than three areas are to be addressed at any given time.

New teachers will be required to attend monthly professional development meetings and encouraged to engage in ongoing learning through coursework, professional activities & training, and participation in TLOs. Induction teachers will be invited to attend the CERRA/RETAIN Induction Symposium to further enhance their professional development.

### **Formative Assessment**

The Induction Program is driven by a comprehensive process that includes: Planning documentation, observation data, teacher reflection, and professionalism review. Observation data will be used by the team to prepare formative assessments of the induction teacher during the Preliminary and Final periods.

*The South Carolina Teaching Standards 4.0 Rubric* will be used to formatively assess areas of refinement and reinforcement. The rubric is organized into four levels: Exemplary, Proficient, Needs Improvement, and Unsatisfactory. Within the context of the induction teacher's classroom, he/she should be able to demonstrate knowledge of his/her content, form collaborative relationships with colleagues, exhibit creativity in lesson planning through the use of current technologies, and use critical thinking strategies to meet the needs of diverse students.

### **Observations**

The mentor will conduct walk-through observations throughout the year to provide appropriate informal feedback for the Induction contract teachers and the Annual Diagnostic teachers. The SCTS certified administrative designee team will conduct a full classroom observation at least once per semester with conferences. The fall semester observation will be announced, and accompanied by a pre- and post-conference. The spring semester observation will be unannounced and accompanied by a post-conference. Following each period observation, the teacher will submit a completed Observation Report Template and an updated Lesson Plan for the observed lesson within **two calendar days**.

### **Preliminary and Final Period Conferences**

Chesterfield County Schools will use the Consensus Approach as outlined in the Expanded ADEPT Support and Evaluation System Guidelines.

The evaluation team will meet at the end of the preliminary and final periods to reach consensus concerning progress of the induction teacher. At the final conference, the induction teacher will be informed of his/her final ratings on *The South Carolina Teaching Standards 4.0 Rubric*. At a minimum, the induction teacher should score ***Proficient or Exemplary in all twenty-three indicators***. If the induction teacher does not score *Proficient or Exemplary*, the principal may or may not recommend the teacher for a contract the following year. Copies of the evaluation results and the updated CB-PGDP, if appropriate, will be given to the induction teacher, and a signed copy will be sent to the district's Educator Effectiveness Office by the team chair according to the date specified on the New Teacher Calendar.