

Fort Worth Independent School District



New Teacher Induction Program 2011-12

Table of Contents

Mission Statement	page 3
Program Goals	page 3
Confidentiality Statement	page 3
Components of a Comprehensive Induction and Mentoring Program	page 4
Principals	page 6
Mentors	page 7
Mentor Roles and Responsibilities	page 9
Compensation	page 12
Mentor and Teacher Agreement	page 13
Instructional Coach(es)	page 14
Instructional Coach(es) and Teacher Agreement	page 16
New Teachers	page 17
State Standards	page 19
New Teacher Induction Program Calendar	page 20
New Teacher Induction and Mentoring Support Model	page 22

Appendices

Feedback form for Principals	page 23
Feedback form for Mentors	page 24
Feedback form for Instructional Coaches (LCTs, Math Coaches, Literacy Coaches, etc.)	page 25
Feedback form for New Teachers	page 26

Mission

By developing and implementing support systems for beginning teachers, the FWISD will increase the retention rate and effectiveness of early career teachers.

Program Goals

- Provide all first-year teachers with a one-to-one mentor
- Provide all first-year teachers with instructional coaches
- Help beginning teachers attain high and rigorous teaching standards
- Build a deep, rich understanding of the curriculum framework
- Foster effective classroom management practices
- Orient all new teachers to the school, policies, and procedures
- Make all new teachers aware of professional practices and expectations

Confidentiality Statement

The new teacher will be able to discuss concerns openly and without consternation with the instructional coach and mentor. The instructional coach addresses content curriculum, and the mentor addresses all other areas. The instructional coach and mentor will work together to develop the teaching expertise of the new teacher.

Components of a Comprehensive Induction and Mentoring Program

- 1) New Teacher Orientation and Training Academy
- 2) Required Ongoing Professional Development
- 3) Online Mentoring
- 4) One-to-one Mentoring
- 5) Awareness of the importance of New Teacher Induction

1) New Teacher Orientation and Training Academy (Pre-service: August 8 - 10, 2011)

- Two-day CHAMPS Classroom Management training (12 hours)
- District orientation and training (Engagement Strategies I) (6 hours)
- One-day Orientation at assigned school (3 hours)

2) Required Ongoing Professional Development (12 Total Hours Required)

Year One: (2011 - 2012)

- 1) Content-specific sessions (6 hours)
- 2) Differentiated Instruction Part I (2 hours)
- 3) Special Education:
 - a. Understanding Special Education Students (2 hours)
 - b. Accommodations and Modifications (2 hours)
 - c. **Elective:** Conducting Effective Parent Conferences (optional) (2 hours)

Year Two: (2012 - 2013) (12 Total Hours Required)

- 1) Content-specific sessions (2 hours)
- 2) Special Education: Inclusion (2 hours)
- 3) Questioning Strategies Part I (2 hours)
- 4) Student Engagement Strategies Part II (2 hours)
- 5) Possible offerings: (*Choose two of the following courses for a total of 4 hours.*)
 - a. **Elective:** Differentiated Instruction Part II
 - b. **Elective:** Effective Grading Procedures
 - c. **Elective:** Deeper Lesson Planning
 - d. **Elective:** Conducting Effective Parent Conferences

Year Three: (2013 - 2014) (12 Total Hours Required)

- 1) Content-specific sessions (2 hours)
- 2) Special Education: RTI (2 hours)
- 3) Documenting Student Behavior (2 hours)
- 4) Possible offerings: (*Choose two of the following courses for a total of 6 hours.*)
 - a. **Elective:** Questioning Strategies Part II
 - b. **Elective:** Differentiated Instruction Part II
 - c. **Elective:** Conducting Effective Parent Conferences
 - d. **Elective:** Teaching Higher Level Thinking Skills
 - e. **Elective:** Positive Reinforcement
 - f. **Elective:** Student Engagement Strategies Part III

Presentations will be developed and presented by content specialists, counseling department, special education department, human capital development personnel, bilingual/ESL department, literacy coaches, math coaches, social studies coaches, science coaches, principals, assistant principals, and/or data coaches.

3) Online Mentoring (proposed)

- a. Online blog
 - i. Subjects will be presented for response from mentees.
 - ii. Questions will be answered by the experts.
- b. Online chat
 - i. All new teachers, mentors, instructional coaches, and approved bloggers can, may, or will contribute to the ongoing dialog.
 - ii. Mentees will have an opportunity to network with other professionals.

4) One-to-one Mentoring

- a. Face-to-face, one-to-one mentoring from on-campus personnel
- b. Recommendation and selection by principal, with mentor's agreement

5) Awareness of the importance of New Teacher Induction

- a. Make school administrators aware of the importance of induction
- b. Keep key school personnel involved in the induction process.

Principals

- **Principals**
 - Identify a Mentor for each individual teacher.
 - Identify an Instructional Coach for each new teacher in their subject area. The Instructional Coach must have taught that subject area for *at least 2* years. Typically, this is the Lead Content Teacher or the Literacy or Math Coach.
 - Meet regularly with your new teachers and relevant support personnel.

- **Due dates**
 - ***August 17, 2011***: List of Mentors and Instructional Coach(es) for each teacher. (form included) emailed to linda.gromowsky-parrish@fwisd.org
 - **May 21, 2012**: Evaluation form for New Teacher Induction Program (located in appendices)

Mentors

Principals will assign all induction-year teachers in grades pre-K through 12 one or more Instructional Coaches and a Mentor. The Instructional Coach(es) will provide assistance in the content area, and the Mentor will provide assistance in all other areas of information.

Characteristics of a Mentor

- Professionalism:
 - Uses a positive, encouraging, and helpful tone of voice and speech consistently
 - Dresses professionally 100% of the time
 - Supports the district, school administration, other teachers, and students in a positive and encouraging manner.
 - Focuses on improving and supporting the campus improvement plan
 - Leads and supports new teacher with additional time outside of the school day
 - Shares information and knowledge about school policies and procedures
 - Is confidential with regard to the relationship between the new teacher and mentor as well as among the staff as a whole

Qualifications for Mentor

- 3 years teaching experience
- 2 years in present assignment: Can be different subject area other than the new teacher.
- Teaches at the same campus as new teacher
- Must hold a clear record of improving student achievement
- Must have intricate knowledge of school procedures
- Must demonstrate the ability to work with peers collaboratively and fosters continuous good rapport
- Will devote time with the new teacher in and outside of school
- Holds a current teacher certification (not probationary or emergency)
- Must turn in all appropriate paperwork and documentation requested by HCD
- Must demonstrate solid, moral and professional conduct

Selection Process

- The principal will select the new teacher mentor.
- Mentor forms will be submitted to HCD by **August 17, 2011**. This will ensure that each new teacher will have a mentor identified and on campus to assist that teacher with the beginning of year duties and responsibilities.
- A stipend of \$250.00 will be paid to any teacher, instructional specialist, academic coordinator, or other professional person on campus selected by the principal to mentor the new teacher.
- Stipends paid to the mentor will be paid at the end of the school year during the month of **June**. The *content support* provided to the new teacher is part of the **Instructional Coach's responsibility and a stipend is not applicable through the New Teacher Induction Program.**

Due Dates:

- Meetings for mentors: Must attend one, 3-hour mentor training meeting each semester.
 - ***Required Meeting #1:*** You must attend *either* **August 29, August 30, or September 1, 2011** from 5:00-8:00 p.m.). You *must* register and attend *one* of these dates for the first semester. Call Human Capital Development Department at the Professional Development Center (PDC) at **817-814-3300**. All meetings will be at the PDC at 3150 McCart behind Walgreens. Look at the registry when you arrive for the room location.
 - ***Optional Meeting #2:*** You may attend *either* **January 3, 5, or 9**. Please register and attend *one* of these dates for the second semester. Call Human Capital Development Department at the Professional Development Center (PDC) at **817-814-3300**. All meetings will be at the PDC at 3150 McCart behind Walgreens. Look at the registry when you arrive for the room location.
- Feedback form regarding the new teacher due **January 5, 2012** for 1st semester.
- Feedback form regarding 2nd semester is due **May 21, 2012**.
- Agreement form: Due at one of the meetings you attend **August 29, 30, or September 1**.

Note

- New teachers are defined as having less than one year's experience.
- A Mentor *will not* mentor more than 1 new teacher.

Mentor Roles and Responsibilities

Mentoring is a system of support and development to facilitate the growth of new teachers in the FWISD. Research shows that mentoring aligned with district and campus support reduces new and beginning teacher attrition and dramatically increases their proficiency and effectiveness.

The new teacher mentor will work one hour per week, per teacher to support beginning teachers with locating, gathering, and understanding the following information.

1. Introduce the new teacher to the campus personnel:

Staff members	Check off
Assistant principal	
Campus monitors	
Athletic coaches	
Counselors	
Custodians	
Department personnel	
Librarians	
Main office people	
Nurse	
Specialized teachers (sped, computer, music, art, etc.)	
Other	

2. Building Procedures: The mentor will orient the new teacher concerning the following procedures:

Procedures	Check off
Checking out equipment	
Copy machine and workroom areas	
Emergency fire exits and routes	
Locating and checking out audiovisual equipment	
Promethean board procedures and use	
Securing school materials and doors	
Sending students to the nurse	
Student attendance and tardy policies	
Student recess and cafeteria	
Student restroom use/hall passes	
Reporting teacher absences	
Telephone use for teachers	
Tornado and other weather related emergencies	
After school student pick up, dismissal and bus schedules	
Auditorium (seating and order of entry)	
Beginning of day	
Dress code for teachers and students	
Infractions/office referrals	
Rules for hallway, cafeteria, playground and/or school grounds	
Student cell phone policy and use	
Student illness or injury	
Study hall guidelines	
After school student pick up, dismissal and bus schedules	

3. **Gather/locate Resources:** The Mentor will help the new teacher gather the following resources and will help with implementation if needed.

Resources	Check off
Lesson plans	
Grade books	
Cumulative files	
Schedules	
Student Code of Conduct	
Auxiliary materials for content area	
Employee handbook	
Testing scores for students	
Campus forms	
Locating textbooks, workbooks, and teacher's editions	
Tape, office supplies, etc.	
Promethean board pen: use and procedures	
Other:	

4. **Information for students**

Information	Check off
Supply list	
Discipline plan typed and ready for parent and student signatures	
Parent letter home	
Emergency forms/information	
Syllabus for semester/year	
Team/class rules and consequences	

5. **Class Procedures**

Procedures	Check off
Start of class routine, where to post objectives, homework folders/assignments, how to leave the class when the bell rings, heading on assignments, makeup assignments	
Seating charts	
Student rosters/names/addresses and attendance information	
Bus and transportation forms/information for each student	
Detention process and paperwork	
Discipline process and paperwork	
Tardy passes/hall rules	
In-house suspension process and paperwork	
Positive recognition awards/ideas, rules on candy, etc. (How do students earn rewards, how to process awards fairly, etc.)	
Using the restroom	
Getting a drink of water	
Computer use	
Library use	
Working in pairs and/or small groups	

Sharpening pencils	
Voice level for whole group and small group work	
Getting class materials out and ready for use	
Baskets or boxes for student files and folders	
Communicating with parents	
Graded work/homework	
Start of class routine, where to post objectives, homework folders/assignments, leave the class when the bell rings, heading on assignments, makeup assignments	
Seating charts	
Student rosters/names/addresses and attendance information	
Start of class routine, where to post objectives, homework folders/assignments, leave the class when the bell rings, heading on assignments, makeup assignments	
Other:	

6. Parental Involvement

Category	Check off
Open house: What to say and not say, handouts, etc.	
Explain policies and classroom rules in a letter to be signed and returned	
• Grading	
• Homework	
• Calculating a report card grade	
• Classroom rules	
• Supplies needed	
• Syllabus for the semester and year	
• Activities	
• Communication: email, letters home, phone numbers	
• Class visitation	
• Special events	
• Testing schedule for the class and state guidelines	
• Provide a copy of 'improvement needed' notices	
• Types of awards and recognition	
Other:	

7. Questions to be answered to ensure a smooth transition for the start of school:

Questions	Check off
Are materials easy for students to reach and use?	
Arrange desks/tables so that all students can see you at all times. (Students' backs should not be to teachers.)	
Arranging desks and/or tables and computers/laptops	
Assessability: Can you move around the classroom to assist students easily with the current room arrangement?	
Organizing areas for storage of materials	
Placement and creation of bulletin boards	
Visibility in the classroom: Will students be able to see you from your primary teaching area?	

Compensation

Mentor: The Mentor will receive a \$250.00 stipend in the month of June or July following the school year for which he/she mentored new teachers providing that all paperwork has been submitted.

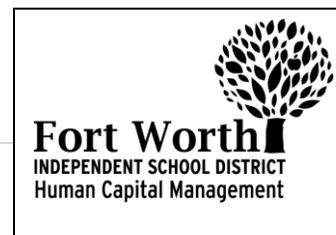
Agreement:

As a new teacher mentor, I agree to abide by the guidelines and procedures set forth by FWISD. To receive a stipend as a new teacher mentor, I understand that I must submit all documentation and forms to Linda Gromowsky-Parrish no later than **May 21, 2012. Email: linda.gromowsky-parrish@fwisd.org**

New Teacher Mentor

Date

Send hard copy or email to
Linda Gromowsky-Parrish, Coordinator for Human Capital Development
Professional Development Center 3150 McCart, Room 214.
Email: linda.gromowsky-parrish@fwisd.org



Mentor and Teacher Agreement

2011-2012

New Teacher Mentors and new teachers will work together to develop a professional relationship based on the follow agreements:

1. Communication: Meet weekly via telephone, email, or face-to-face meeting.
2. Professional Development: Seek opportunities for professional growth and attend together i.e. new teacher meetings, CHAMPS training, other professional development offered by the district.
3. Maintain confidentiality: Agree that conversations and communications between new teacher and the new teacher mentor remain between the two individuals. If anyone else is to be informed, both the new teacher and mentor agree.
4. Feedback: Provide feedback to each other during weekly meetings/communication, discuss goals, and seek alternatives to reach those goals.

New Teacher Mentor: _____

New Teacher Mentor email: _____

New Teacher: _____

New Teacher Email: _____

Campus: _____

Principal's name: _____

Date: _____

Send hard copy or email to
Linda Gromowsky-Parrish, Coordinator for Human Capital Development
Professional Development Center 3150 McCart, Room 214.
Email: linda.gromowsky-parrish@fwisd.org

Instructional Coaches

Principals will assign all induction-year teachers in grades pre-K through 12 an Instructional Coach(es) (Lead Content Teacher, Math Coach, Literacy Coach, etc.) *and* a Mentor. The Instructional Coach will provide assistance in the *content area* only, and the Mentor will provide assistance in *all other areas of information*.

Characteristics of an Instructional Coach

- Teaching: Demonstrates exemplary teaching strategies and student engagement 98% of the time
- Lesson plans: Understands effective lesson planning with rich, enduring knowledge of curriculum framework
- Classroom management: Understands effective strategies that engage students in meaningful and curriculum based learning 100% of the instructional classroom period and can effectively coach these strategies with the new teacher
- Professionalism:
 - Uses a positive, encouraging, and helpful tone of voice and speech consistently
 - Is professionally dressed 100% of the time
 - Supports the district, school administration, other teachers, parents, and students in a positive and encouraging manner
 - Focuses on improving and supporting the campus improvement plan
 - Is willing to lead and support a new teacher with additional time outside of the school day

Qualifications for an Instructional Coach

- 3 years successful teaching experience
- 2 years in present assignment (same subject area as new teacher)
- Teaches at the same campus as new teacher
- Must hold a clear record of improving student achievement
- Must demonstrate the ability to work with peers collaboratively and fosters continuous good rapport
- Will devote time with the new teacher in and outside of school
- Holds a current teacher certification (not probationary or emergency)
- Must be able to and willing to turn in all appropriate paperwork and documentation requested by HCD
- Must demonstrate solid, moral and professional conduct

Selection of Instructional Coaches

- Instructional Coaches are selected by the principal. Instructional Coaches should have a strong working knowledge of the grade level content that the new teacher is teaching in order to support that individual effectively.
- The Instructional Coach could be a Lead Content Teacher (LCT), Math Coach, Literacy Coach, or another *strong* content person in the same department.

Due Dates

- Meetings:
 - Meets weekly with the new teacher to discuss curriculum in the content area
 - Focuses on rigorous questioning skills, reviews information prior to testing and reviews, and discusses student performance after testing
 - Assists the new teacher in developing well-thought out lesson plans and implementation strategies for 100% student engagement

- Model Teach each semester: The Instructional Coach will model teach innovative teaching methodologies through techniques such as team-teaching, demonstrations, and simulations. Follow up conferences will be scheduled to develop the new teacher's effectiveness.

- Action Plan: An action plan should address at least three areas of improvement. Both the Instructional Coach and the new teacher will sign the action plan for improvement and set a date for review. The Action plan is not to be used for PDAS. The action plan is written by the Instructional Coach not the new teacher.

- Observations: The Instructional Coach will observe the new teacher 4 times during the first year for a period of 30 minutes each observation or more if needed. The follow up conference should take place within 5 working days.

- Feedback forms: Each Instructional Coach will submit a feedback form each semester for the new teacher.

- Due Dates for Instructional Coach(es):
 - January 5, 2012: Feedback forms for 1st semester due
 - May 21, 2012: Feedback forms for 2nd semester due.

Instructional Coach(es) and Teacher Agreement

2011-2012

Instructional Coach(es) and the new teacher will work together to develop a professional relationship based on the follow agreements:

1. Communication: Meet weekly via telephone, email, or face-to-face meeting.
2. Professional Development: Seek opportunities for professional growth and attend together i.e. new teacher meetings, CHAMPS training, other professional development offered by the district.
3. Maintain confidentiality: Agree that conversations and communications between new teacher and the new teacher mentor remain between the two individuals. If anyone else is to be informed, both the new teacher and instructional coach agree.
5. Feedback: Provide feedback to each other during weekly meetings/communication, discuss goals, and seek alternatives to reach those goals.
6. Observation: Observe the new teacher 4 times: 2 observations each semester or more if deemed necessary.
7. Model teach lessons: Conduct 2 model lessons each year - one each semester.
Follow up conversation will discuss the teaching strategies used along with higher level questions and questioning strategies.
8. Lesson planning: Assist and review lesson plans with the new teacher to ensure district compliance and engaging student strategies that promote higher level thinking skills.

New Teacher Mentor: _____

New Teacher Mentor email: _____

New Teacher: _____

New Teacher Email: _____

Campus: _____

Principal's name: _____

Date: _____

Send hard copy or email to
Linda Gromowsky-Parrish, Coordinator for Human Capital Development
Professional Development Center 3150 McCart, Room 214.
Email: linda.gromowsky-parrish@fwisd.org



New Teachers

Expectations of a New Teacher

- **Professionalism**
 - Displays consistent punctuality for school arrival and various meetings
 - Uses a positive tone of voice and speech consistently
 - Dresses professionally 100% of the time
 - Supports the district, school administration, other teachers, and students in a positive and encouraging manner.
 - Focuses on improving and supporting the campus improvement plan
 - Meets, communicates, and cooperates with the Instructional Coach, Mentor, other teachers, and campus administration
 - Follows procedures and complies with campus and district policies, procedures, and guidelines
 - Attends faculty meetings, waiver days, and other mandatory professional development
 - Communicates with students and parents in a timely manner that allows students to be academically successful
 - Seeks additional professional development that will improve quality of teaching and classroom management
 - Professional conduct in the classroom will be exemplary

- **Classroom Content**
 - Develops and implements lesson plans that meet state and district guidelines
 - Lesson plans are turned in on time and in the correct format per campus administrator
 - Instructional materials are used from curriculum or teacher-made that will effectively facilitate student learning
 - Effective strategies will be used that develop critical thinking skills
 - Will seek help when needed

- **Classroom Management**
 - New teacher will attend CHAMPS training during the first year of employment with FWISD for classroom management purposes. Look on AVATAR and register for a 5-class rotation.
 - New teacher will utilize effective strategies that will not only engage students in learning but also will effectively control classroom behavior.
 - A positive reward system will be systematically used and in place in every class.
 - Classroom rules and consequences will be posted
 - Classroom management system will be given to students, signed by students, sent home and signed by parents. The teacher will keep copies of all signatures.

- **Due Dates for New Teachers:**
 - **January 5, 2012: for 1st semester**

Document	Check off
Feedback form regarding <u>Mentor and Instructional Coach(es)</u>	

- **May 21, 2012: for 2nd semester**

Document	Check off
Feedback form regarding <u>Mentor and Instructional Coach(es)</u>	

State Standards

Part 1: Program Design, Organization, and Context

Standard 1: Design, implement, and maintain beginning teacher support programs that are coherent and efficiently plan for the professional development and support of the beginning teacher.

Standard 2: Program rationale, goals, design, and implementation are sound, well-articulated, and effective practices that are grounded in research.

Standard 3: School support is tailored to each beginning teacher.

Standard 4: The roles and responsibilities of campus administrators are well defined. Campus administrators are prepared to assume their responsibilities in the mentoring of the beginning teacher. As part of the support team, campus administrators receive training on beginning teacher development, needs, support systems, and coaching skills that optimize the chances for beginning teacher success.

Part 2: Support and Formative Assessment

Standard 5: Each member of the campus support team – campus administrator, experienced teachers, coaches, and teacher mentor – is well prepared to support the beginning teacher. This support includes one-to-one coaching and may also include small or group instruction with other beginning teachers.

Standard 6: Ongoing professional development for beginning teachers is designed to foster each beginning teacher's understanding of the state standards; the Texas Essential Knowledge and Skills (TEKS); the Learner-Centered Proficiencies; and local instructional initiatives.

Standard 7: Support team members are selected using well-defined criterion that are consistent with beginning teachers' assignments and needs. Additionally, each support team member is trained to coach beginning teachers.

Standard 8: Support team members are well prepared to assume their responsibilities and are consistently supported in their efforts to assist beginning teachers. Professional development focuses on the knowledge and skills necessary to identify and respond to beginning teacher needs. Program administrators will provide regular opportunities for support teams to plan and implement support activities.

Standard 9: Formative assessment will be used to measure continuous growth of the beginning teacher. The assessment information will be used to determine the scope and focus of ongoing professional development for the beginning teacher.

Part 3: Resources and Program Development

Standard 10: The support program provides professional development for beginning teachers that enable them to work effectively with diverse student populations and communities.

Standard 11: Adequate resources are provided for beginning teachers and support teams.

Standard 12: The program development, evaluation, and accountability mirror the state-level initiative. A comprehensive, ongoing system of program evaluation and development involves all stakeholders and fosters program improvements.

New Teacher Induction Program Calendar

MAY 2011	Building principals will notify all staff that mentoring positions may be available.
JUNE 2011	Teachers interested in mentoring will notify, in writing, his/her building principal.
AUGUST 8-12, 2011	New Teacher Academy
AUGUST 17, 2011	Mentor forms submitted to HCD (linda.gromowsky-parrish@fwisd.org)
AUGUST 29 (Mentor meeting Choice #1)	Mandatory Mentor Training Workshop: Choose one workshop to attend (5:00-8:00 p.m.)
AUGUST 30 (Mentor meeting Choice #2)	Mandatory Mentor Training Workshop: Choose one workshop to attend: (5:00-8:00 p.m.)
SEPTEMBER 1 (Mentor meeting Choice #3)	Mandatory Mentor Training Workshop: Choose one workshop to attend: (5:00-8:00 p.m.)
SEPTEMBER 2011	Individual pairs of Instructional Coaches, Mentors, and New Teachers establish a schedule of <i>on-going</i> meetings for the upcoming school year. Building principals/administrators receive, confirm, and approve a schedule of meetings with the New Teachers for the upcoming school year. Building principals forward updated list of Instructional Coaches, Mentors, and New Teachers for current school year to Linda Gromowsky-Parrish (linda.gromowsky@fwisd.org)
DECEMBER 2011	Instructional Coach has completed a model teach lesson for the New Teacher. The Mentor has discussed all information for the 1 st semester with the New Teacher.
JANUARY 5, 2012	<u>Mentor</u> : 1 st semester feedback form for new teacher due <u>Instructional Coach</u> : 1 st semester feedback form for new teacher due <u>New Teacher</u> : 1 st semester feedback form for Mentor and Instructional Coach due

APRIL 2012

Mentor: New teacher is advised of all end-of-year procedures and paperwork.

Instructional Coach: Model teacher lesson for 2nd semester has been completed.

MAY 21, 2012

Mentor: 2ND semester feedback form for new teacher due

Instructional Coach: 2nd semester feedback form for new teacher due

New Teacher: 2nd semester feedback form for Mentor and Instructional Coach due

MAY 21, 2012

District-wide meeting for all Instructional Coaches and Mentors to discuss and assess the program. 5:00 PDC

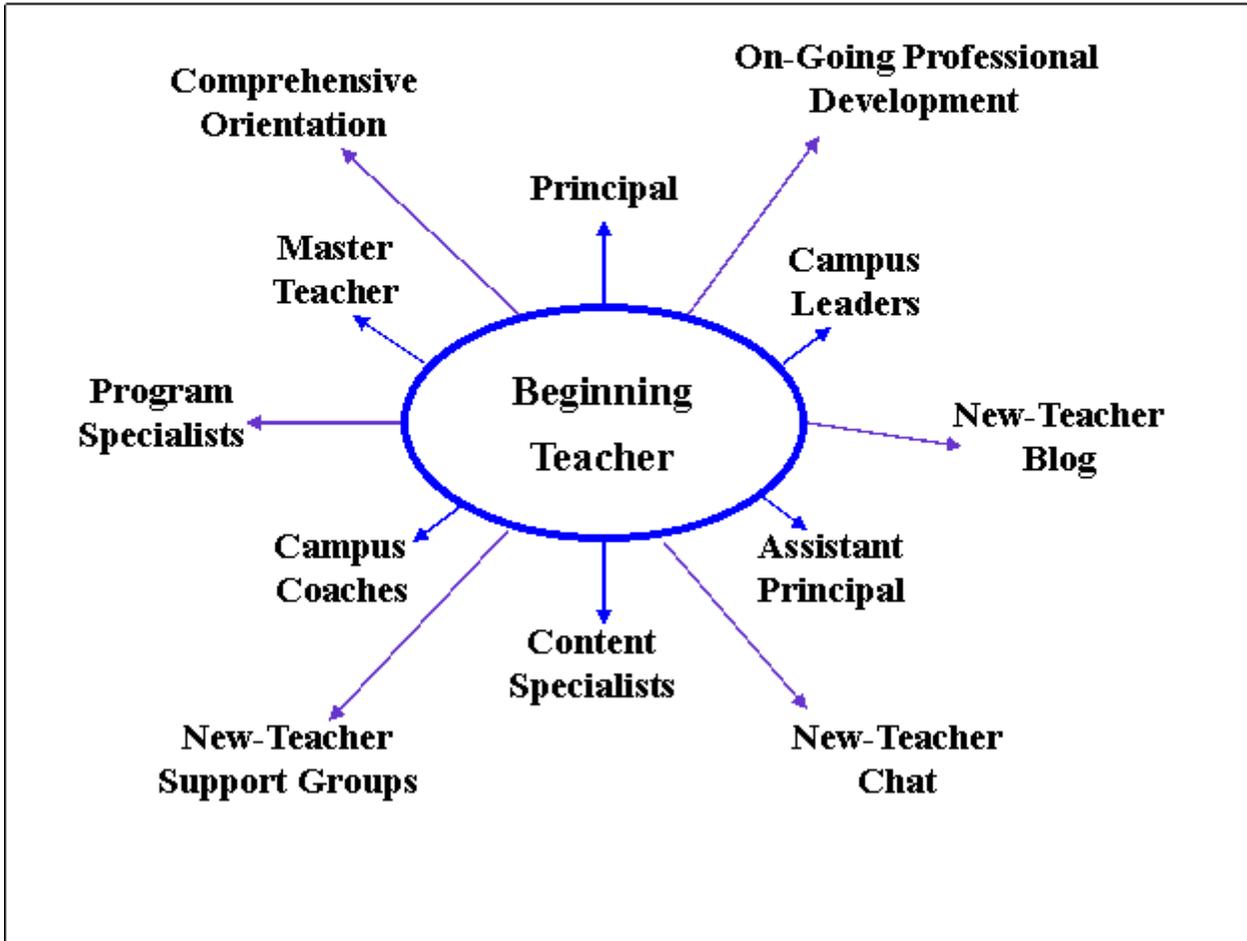
All paperwork submitted

New Teacher Induction Program evaluations are completed on-line.

Send hard copies and/or emails to
Linda Gromowsky-Parrish, Coordinator for Human Capital Development
Professional Development Center 3150 McCart, Room 214.
Email: linda.gromowsky-parrish@fwisd.org

New Teacher Induction and Mentoring

Support Model



Induction Program Feedback Form

Principal

1. Describe the level of support your new teacher(s) received from their Instructional Coach(es) and Mentor.

2. As a principal, what changes to the New Teacher Induction (mentoring) program would you suggest for next year?

Submit hard copy or email to
Linda Gromowsky-Parrish, Coordinator for Human Capital Development
Professional Development Center 3150 McCart, Room 214.
Email: linda.gromowsky-parrish@fwisd.org

Induction Program Feedback Form

Mentor

1. Did you find the mentoring process/procedures sufficient to meet new teachers' needs?

2. Do you feel you were effective as a new teacher mentor?

Mentor's responsibility	Yes	No	Somewhat
Were you able to introduce the new teacher to campus personnel?			
Were you able to assist the new teacher with building procedures?			
Were you able to assist the new teacher in locating and gathering resources and materials?			
Were you able to assist the new teacher with the necessary information for students?			
Were you able to assist the new teacher with classroom procedures?			
Were you able to assist the new teacher with parental involvement?			
Were you able to assist the new teacher with classroom arrangement?			
Additional comments:			

3. As a mentor, what changes to the mentoring program would you suggest for next year?

Submit hard copy or email to
 Linda Gromowsky-Parrish, Coordinator for Human Capital Development
 Professional Development Center 3150 McCart, Room 214.
 Email: linda.gromowsky-parrish@fwisd.org



Induction Program Feedback Form

Instructional Coach

1. Describe the coaching process and procedures you incorporated to meet your new teachers' needs.
2. As an Instructional Coach, do you feel you were able to adequately assist the new teacher(s) to whom you were assigned in the specific areas (below)?

Area of assistance	Yes	No	Somewhat
Were you able to demonstrate exemplary teaching strategies and student engagement?			
Were you able to assist the new teacher with lesson planning?			
Were you able to assist the new teacher with classroom management?			
Additional comments:			

3. As an Instructional Coach, what changes to your current new teacher(s) responsibilities would you change in order to better support new teachers next year?

Submit hard copy or email to
Linda Gromowsky-Parrish, Coordinator for Human Capital Development
Professional Development Center 3150 McCart, Room 214.
Email: linda.gromowsky-parrish@fwisd.org

Induction Program Feedback Form

New Teacher

1. Please indicate the quality of support you received from the Instructional Coach and Mentor.

Support personnel	Tremendous support	Adequate support	Somewhat supported	Did not support
Instructional Coach				
Mentor				
Comments:				

2. Describe the quality of support you received from your Instructional Coach.
3. Describe the quality of support you received from your Mentor.
4. What additional areas of professional development would have helped you as a new teacher?
5. In your opinion, when during the semester should this training take place?

Submit hard copy or email to
Linda Gromowsky-Parrish, Coordinator for Human Capital Development
Professional Development Center 3150 McCart, Room 214.
Email: linda.gromowsky-parrish@fwisd.org