**Danvers Public Schools**

**Danvers, MA**

**TIIPS (Teacher Induction and Improvement Program)**

**Action Plan: 2014-2015**

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 Co-Coordinators - New Teacher Induction Program

**1. Envision an Effective Induction Program Aligned to Teacher Evaluation**: We envision a mentoring program that recognizes the various needs of all teachers in the district, supports teachers in meeting the mission of the Danvers Public Schools and meets the rigorous standards of the new state teacher evaluations**.**

**Timeline:** 2014-2015 school year

**2. Engage a District Team:**

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| **Personnel:** | **Role:** |
| Dr, Lisa Dana, Superintendent Sue Ambrozavitch, Asst. Superintendent  | Hiring, program oversight. |
| Julie Macdonald, John White,David Buckhoff and Mary Franz | Co-coordinators: all aspects of program implementation. |
| Audrey McKinnon, Human Resources | Help identify and place new hires according to experience and needs; communicate initial training dates and requirements to new hires. |
| Principals / Building Administrators | Support new teachers; consult with program directors regarding mentor/mentee matches. |
| Mentor Leaders (in-training) | Participate in Project Success; present at monthly mentor training sessions. |
| Mentor Teachers | Work with no more than three new hires; weekly meetings; two observations; complete mentoring log.Attend and participate in monthly training sessions with program directors. |

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| **Resource:** | **Funds needed:** |
| Mentor stipends ($*500* per mentee) | TBD, based on numbers. |
| Co-Director Stipends (per contract) | $1500. |
| Operating Expenses: orientation, texts-*Mentoring in Action* and *First Year Matters*, training materials, monthly meeting expenses (food), speakers for orientation monthly new teacher meetings | TBD, based on numbers. |

**3. Design Formal Beginning Teacher Support Activities:**

***August Orientation (one or two days):***

* Welcome video, created and presented by DHS students
* Welcome from Superintendent, School Committee Chair, DTA president
* New Teacher Induction program overview
* Evaluation and re-licensure process
* Employee benefits presentation by Town Hall personnel
* Lunch with mentors
* Bus of tour Town of Danvers
* Technology overview (Email, ESped, TechPaths, Power School, Teachpoint, acceptable use policy, mylearningplan.com, etc.)

***Monthly Group Meetings will be:***

* Organized and facilitated by co-coordinators and Project SUCCESS mentor leaders in training.
* Focused on the curriculum found in the *First Year Matters* text. This will be issued in September.
* Include teacher leaders for formal presentations on monthly topics starting in January (i.e. January – classroom management, February – parent communication, etc). Presenters will include teachers from elementary, middle, and high school levels.

***Differentiating New Hires:***

* Add new teacher survey to hiring packet, focusing on prior experience/education to help determine program needs
* Compile new hire information to create groups based on experience and need
* Plan for monthly meeting groups/topics to accommodate program needs
* Extend invitation to student teachers and cooperating teachers

***Inspiration and Support:***

* Utilize “Monday Memos” to increase moral and provide inspirational thoughts about teaching and learning.
* Visit classrooms to provide additional area of support.
* Arrange for at least one outside speaker to offer inspiration and ideas to new hires.
* Create a new pool of teacher leaders to share expertise in a wide range of areas with new hires.

**4. Design a Formal Mentor Preparation and Support Program to Create a Pool of Qualified Mentors:**

The Leadership team will:

* Identify and recruit highly qualified mentors based on applications received in the Spring of 2014.
* Match mentors and mentees based on grade, subject area, location, and experience.
* Limit of three new hires per mentor.
* Assign stipend based on number of mentees ($500 per mentee).
* Training in the August orientation will include:
	+ expectations of mentors
	+ confidentiality requirements
	+ strategies for conducting observations and collecting data using the collaborative log
	+ facilitation of weekly meetings
	+ listening and reflection in mentoring
* Utilize *Mentoring in Action* to guide and structure our monthly meetings.

**5. Measure Effectiveness: Induction Program Evaluation and**

**Annual Report for MA DESE:**

Program reflection, refinement and evaluation will continue to take place annually via the following methods:

* Participate in on-line survey completed annually by all new teachers; data from same reviewed and analyzed by program co-directors.
* Create and implement on-line survey completed annually for all mentors; data from same reviewed and analyzed by program co-directors.
* Implement more frequent informal surveys methods that yield feedback from mentors in the program.

**6. Sustain your District Action Plan vision and maintain a qualified mentor pool using the Train the Trainer model used in Project Success:**

The majority of our program was primarily funded by Race to the Top grant. The grant was available for three years, which enabled us to design, develop, and implement the induction program. Because we have completed the third year of the grant, we had to seek alternate resources to continue our work. Fortunately, our program was chosen to be part of the Lead Mentor Academy, to be hosted here in Danvers. John White will facilitate two meetings throughout the course of the year to share the work of our induction program. One of the highest levels of learning is evident when we utilize the ability to teach others. Our hope is that by sharing our practices with others, we will strengthen and sustain the efforts of the induction team. Therefore, the district will:

* Participate in regular planning meetings with co-directors and lead mentors (SUCCESS participants.)
* Conduct beginning and end of year planning meetings with Central Office administration.
* Foster a collaborative culture where teachers support one another and share best practices.
* Understand the differences of the new hires and working to support them based on their varied needs.
* Share the experience, beliefs, and practices of our teacher leaders by inviting them to serve as mentors to new hires or as presenters for our induction program.
* Provide additional levels of the support for teachers who do not meet proficient status (according to the new teacher evaluation system), so that they may achieve a rating of proficient status.

7. **Share:**

We have already started to communicate our work by inviting teachers to apply for the role of mentor, and by sharing our work with the Administrative Council and School Committee. We can continue to share program information at district-wide meetings, through email, and on the district’s website.

To make the work of our mentoring team more accessible to all of the teachers in the Danvers Public Schools, a link will be made available on our district website. The link will allow mentors and mentees to explore and access the many different components of the induction program. This will include links to documents, resources, and contact information for the mentoring team. A timeline for the year-long program is also provided with scheduling information and topics for discussions and presentations.