Purpose of Educator Induction

The purpose of the mentor/induction program is to assist the first year teacher in gaining confidence in the job skills and the technical aspects of teaching. This program is mandatory for educators with a provisional license and for certified professional license holders based on principal recommendation. Effective induction programs are based upon the following principles: Induction programs should promote purposeful learning by inductees rather than learning through trial and error, induction programs should encourage the retaining of capable, talented professionals; induction programs should enhance the working conditions and job satisfaction of professionals; mentoring should be an opportunity for modeling professionalism; induction programs should provide a safe, risk-taking environment and a collegial atmosphere for teaching and learning; induction programs should promote systemic change and school renewal.

Code of Colorado Regulations 1 - CCR 301-37

Goals

- To improve beginning educators’ personal and professional well-being.
- To increase beginning educators’ satisfaction with the profession.
- To provide beginning educators with an increased knowledge base and improved professional skills.
- To foster knowledge, skills and attitudes in beginning educators that will allow them to achieve success in the classroom.
- To provide collegial support and an on going dialogue about teaching for both mentors and first year educators.
- To assist educators to their new environment, including but not limited to, social, curricular, and academic.

Mentors

Characteristics of Successful Mentors

- Reflect a positive focus toward the teaching profession.
- Exhibit effective interpersonal and communication skills.
- Demonstrate effective teaching techniques and classroom management skills.
- Promote positive working relationships with building personnel.
- Demonstrate consistency in meeting deadlines.
- Maintain confidentiality.

Inductees

- New educators have a desire to know basic information not necessarily found in the school or district policy manuals. This includes answers to “how things are done in the district” and the following information:

District Orientation

- District orientation to acquaint the new educator with district policies.
- Familiarize with facilities to acquaint educators with accessing supplies and where activities are held.
- How to contact the district support services and who to contact for specific concerns.

Building Orientation

- What the building procedures are concerning discipline, field trips, teacher absences, and meetings.
- Evaluation procedures
- Building handbooks - rules and regulations
- Child abuse policy and the teacher’s responsibility

This phase of the induction program will also introduce the newcomers to their mentors and assist them with the development of the goals of their programs.

Continuous Support

Each inductee will be provided the following:

- A copy of the performance evaluation process.
- An induction class prior to the beginning of the school year.
- Induction seminars mandatory (list on page 5).
- Non-evaluative observations including formal conferences in cooperation with the mentor and the Learning Services Department.
- A mentor available as a resource.
- Initially, the induction process is for one year, but may be extended based upon individual needs.
- An inductee shall be recommended for a Professional License based, in part, upon successful completion of the district’s induction program.

Recommendation for Professional License

- Satisfactory completion of an induction program
- Satisfactory performance evaluations to include formative and summative evaluations
- Self-assessment