

# Elizabeth School District Educator Induction Program

## 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.

*Mentor...A wise and trusted counselor or teacher.*

## 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

*Learning is a treasure which follows its owner everywhere.  
Chinese Proverb*

***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