



District 49 Teacher Induction Packet

Educator's Name: _____

School/Department: _____ Grades/Subjects Taught: _____

Lead Mentor's Name: _____

Program Overview

Induction Year	Mentoring Hours Required	Professional Development Hours Required	Observations Required
Year 1	30	30	4 (1 per quarter)
Year 2	15	15	2 (1 per semester)

Professional Development Hours Year 1

Inductees are required to complete a minimum of **30 professional development hours** during year 1. Professional development activities must align with the educator's professional learning plan and meet all zone/building and department requirements. A maximum of 8 hours of induction credit may be awarded per activity.

Focus Area/ Course Title	Date(s)	Types of Training (PLC, Conference, PD Day, etc.)	Contact Hours
Total Hours			

Year 1 Mentoring Log

July

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Tour Building (entrances, alarm codes, office, mailboxes, lounge, parking, introductions, key building personnel, teacher restrooms, library, music, gym, copy machine/code, location of shared curricular materials, etc.) <input type="checkbox"/> Review state standards, instructional framework, curriculum & curricular resources <ul style="list-style-type: none"> <input type="checkbox"/> Access to curricular materials & resources <input type="checkbox"/> Expectations for developing and submitting lesson plans <input type="checkbox"/> Review district and zone mission and vision; share building mission and vision <input type="checkbox"/> Review how to access Board of Education policies (mandatory reporting, health, safety, harassment, substance abuse, non-discrimination, and bullying) <input type="checkbox"/> First day expectations and schedule <input type="checkbox"/> Communication with stakeholders <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for parental/guardian communication <ul style="list-style-type: none"> <input type="checkbox"/> How to make parent contact lists in email <input type="checkbox"/> Website/ teacher pages | <ul style="list-style-type: none"> <input type="checkbox"/> Classroom rules, expectations and procedures for a positive learning environment <input type="checkbox"/> Share school-wide behavior philosophy and management program/protocols <ul style="list-style-type: none"> <input type="checkbox"/> Discipline procedures/office referral <input type="checkbox"/> Attendance procedures <input type="checkbox"/> Discuss ways to set up the classroom for optimal learning <input type="checkbox"/> Emergency procedures <input type="checkbox"/> Bell schedules/Early dismissal/Late start schedules <input type="checkbox"/> Duty assignments <input type="checkbox"/> Team Planning Times/Meeting Times <input type="checkbox"/> PowerSchool- attendance and grades <input type="checkbox"/> Review individualized plans including IEP / 504/ ALP/ ELP / MTSS/ READ Plans- discuss accommodations and the importance of meeting the plan requirements <input type="checkbox"/> Staff handbook and professionalism <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ |
|---|--|

Goal: Write a professional goal for the month to track with mentor

Mentoring Hours

Date	Time	Hours		Date	Time	Hours
Total Mentoring Hours for July						

August

- Staff leave/ guest teachers
 - Requesting a guest teacher in Aesop
 - Personal day approval procedures
 - Guest teacher lesson plan expectations & emergency sub plans
- Assessment
 - Benchmark procedures, dates, and materials
 - Review initial benchmark results
- Online platforms: (i.e. Enrich, Acadience, mClass, Schoology, etc.)
 - Other platforms: _____

- Homework policy/absence policy/ grading procedures & policies
- Evaluation
 - Discuss, clarify, and answer questions regarding the evaluation process (following annual admin evaluation orientation)
 - Support with self-assessment and goal setting process
 - Support with Student Learning Outcomes (SLOs)
- Other: _____
- Other: _____

Goal: Write a professional goal for the month to track with mentor

Mentoring Hours

Date	Time	Hours		Date	Time	Hours
Total Mentoring Hours for August						

September

- Using assessment data to drive instruction
- MTSS Plans
 - MTSS Procedures
 - Progress monitoring
 - Communication with parents
- READ Plans (K-3)
 - Review READ Act Handbook
 - Progress monitoring SRD students
 - Update/create READ/MTSS Plans
 - Communication with parents
- Field Trips
 - Procedures & expectations
 - Permission slips
 - Medication

- Communicating student progress with parents (progress reports, report cards, grading expectations, parent-teacher conferences, student work samples, etc.)
- Review emergency procedures
- Ongoing discussions of instruction, teaching strategies, classroom management
- Discuss mentee's primary concerns/issues
- Schedule Observation #1
 - Date: _____ (Complete observation section below)
- Schedule observation debrief between mentor/mentee
- Other: _____

Goal: Write a professional goal for the month to track with mentor

Mentoring Hours						
Date	Time	Hours		Date	Time	Hours
Total Mentoring Hours for September						

October	
<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on student achievement & growth <ul style="list-style-type: none"> <input type="checkbox"/> Ensure accommodations are being documented (IEP, 504, ELL) <input type="checkbox"/> Ensure MTSS and READ plans are being followed with fidelity and progress monitoring is occurring on a consistent basis <input type="checkbox"/> Share tips on addressing concerns with parents <input type="checkbox"/> Reflect on student behavior & learning environment <ul style="list-style-type: none"> <input type="checkbox"/> Discuss concerns/issues 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on parent/teacher conferences <ul style="list-style-type: none"> <input type="checkbox"/> Discuss preparation for formal evaluations/observations <input type="checkbox"/> Check Aha Network for upcoming learning opportunities <input type="checkbox"/> Self-care reflection <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____

Goal: Write a professional goal for the month to track with mentor						
Mentoring Hours						
Date	Time	Hours		Date	Time	Hours
Total Mentoring Hours for October						

November/December

- Assessment
 - MOY Benchmark procedures, dates, and materials
 - Review MOY benchmark results and set growth goals for the coming semester
 - Acadience Benchmarks
- Review and update READ plans (PLC)
- Semester grading/ finals
 - Report cards
 - Process for finals or summative assessments
 - Dealing with missing assignments
 - PowerSchool
- Preview the end of semester activities/holiday activities

- Reflect on student behavior and classroom learning environment
 - Strategies to maintain positive classroom culture
- Discuss planning for second semester
- Review mid-year evaluation process and reflect on progress towards goals
- Complete Observation #1
Date: _____
(Complete observation section below)
- Schedule observation debrief between mentor/mentee
- Other: _____
- Other: _____

Goal: Write a professional goal for the month to track with mentor

Mentoring Hours

Date	Time	Hours		Date	Time	Hours
Total Mentoring Hours for November/ December						

January

- Review pacing calendar/ curriculum maps/ unit plans for the coming semester
 - Student outcomes (formative and summative assessments)
 - [Discuss pacing of standards](#)
- Discuss how to help students set goals for the coming semester
- Review professional goals and personal goals for self-care

- Discuss CMAS format and ways to prepare students
- Check Aha network for upcoming courses and learning opportunities
- Reflect on mentoring hours and professional development hours to remain on track to complete induction requirements
- Other: _____
- Other: _____

Goal: Write a professional goal for the month to track with mentor

Mentoring Hours

Date	Time	Hours		Date	Time	Hours
Total Mentoring Hours for January						

February/March

- Communicating student progress with parents (progress reports, report cards, grading expectations, parent-teacher conferences, student work samples, READ plan progress, etc.)
- Discuss goals and progress in professional development
- Discuss questions for proctoring state assessment and the adjusted schedule

- Self-care reflection
- Complete Observation #3
Date: _____ (Complete observation section below)
- Schedule observation debrief between mentor/mentee
- Other: _____
- Other: _____

Goal: Write a professional goal for the month to track with mentor

Mentoring Hours

Date	Time	Hours		Date	Time	Hours
Total Mentoring Hours for February/ March						

April/May

<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss, clarify, and answer questions regarding the EOY evaluation process <input type="checkbox"/> Reflect on progress towards goals <input type="checkbox"/> Review Student Learning Outcomes (SLOs) <input type="checkbox"/> Reflect on evidence of student achievement & growth <ul style="list-style-type: none"> <input type="checkbox"/> EOY Benchmark procedures, dates, and materials <input type="checkbox"/> Ensure accommodations are being documented (IEP, 504, ELL) <input type="checkbox"/> Ensure MTSS and READ plans are being followed with fidelity and progress monitoring is occurring on a consistent basis <input type="checkbox"/> Reporting progress to parents <input type="checkbox"/> Discuss end of year events happening in May 	<ul style="list-style-type: none"> <input type="checkbox"/> End of Year Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Check out procedures <input type="checkbox"/> Expectations for summer room clean out <input type="checkbox"/> Ordering for next year <input type="checkbox"/> Reflection on the year--what worked; what didn't <input type="checkbox"/> Check Aha Network for summer professional development opportunities <input type="checkbox"/> Complete Observation #4 Date: _____ (Complete observation section below) <input type="checkbox"/> Schedule observation debrief between mentor/mentee <input type="checkbox"/> Discuss preparation for EOY induction meeting <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
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Mentoring Hours

Date	Time	Hours		Date	Time	Hours
Total Mentoring Hours for April/ May						
Total Mentoring Hours for Year 1						

Peer Observations Year 1

At least one observation is required each quarter. During the first year of induction four peer observations are required. These observations should occur at least quarterly throughout the school year. Observations may include the mentor observing the inductee to provide meaningful non-evaluative feedback, or the inductee observing the mentor or other accomplished teachers / instructional coaches in the district with guidance from the lead mentor and building administration. Observations should be scheduled to align with inductee needs and building priorities. Individualized Education and Specialist staff (Music, Art, PE, etc.) may observe or be observed by colleagues in another District 49 school. This decision should be made with input from the lead mentor and building administration. During the second year of induction two observations (one per semester) are required.

Quarter	Date	Time	Location	Who/What was observed
1				
2				
3				
4				

Lead Mentor / Inductee Meetings Year 1

A check-in meeting with the lead mentor and inductee is required at least once per semester.

Semester	Date	Time	Topic	Lead Mentor Signature
1				
2				

Year 2 Log

Professional Development Hours Year 2

Inductees are required to complete a minimum of 15 professional development hours during year 2.

Focus Area/ Course Title	Date(s)	Types of Training (PLC, Conference, PD Day, etc.)	Contact Hours
Total Hours			

Year 2 Mentoring Log

Inductees are required to complete a minimum of 15 mentoring hours during year 2.

Date	Time	Topics Discussed	Hours

Total Mentoring Hours for Year 2			

Peer Observations Year 2

Semester	Date	Time	Location	Who/What was observed
1				
2				

Lead Mentor / Inductee Meetings Year 2

Semester	Date	Time	Topic	Lead Mentor Signature
1				
2				

Induction Verification Form

<i>Induction Requirements: This section to be completed by the professional learning team during induction end of year meetings.</i>	Year 1	Year 2	Questions/Areas for Additional Support
Inductee has completed minimum requirements for professional development			
Inductee has completed minimum mentoring requirements			
Inductee has completed the required peer-observations			
Inductee has successfully completed all induction requirements			

The inductee has successfully completed at least 2-years of teaching in District 49 and is recommended to complete the induction program.

YES

NO

Inductee Signature

Lead Mentor Signature

Date

Principal Signature

Signatures indicate that the educator has completed the requirements of the district induction program. There is no evaluation of inductees "Educator Effectiveness Rating" either stated or implied.