

Teacher Inductee Handbook

A Guide for Teacher Induction



Kimberly Caplan, CSI Induction Coordinator
kimberlycaplan@csi.state.co.us

Table of Contents

Welcome	2
Components of the CSI Induction Program.....	3
Induction Year at a Glance	6
Logging into the Online Modules.....	7
Resources.....	7
Initial Mentoring Meeting Guidance (optional)	
Mentoring Agreement (optional)	
CSI Mentor Contact Log	
Self-Evaluation Beginning of Year	
Colorado Teacher Quality Standards (reference)	
CSI Portfolio Timeline (reference)	
Observation by Mentor Form	
Model Classroom Observation Form	
Self-Evaluation End of Year	

Welcome

It is my pleasure to welcome you to the Induction Program for the Colorado Charter School Institute (CSI). CSI is a statewide public charter school authorizer serving over 20,000 students in forty-three charter schools across the state, from Durango to Steamboat Springs and Fruita to Colorado Springs. You are joining a team of passionate educators from across the state who work extremely hard to ensure that students develop the knowledge and skills necessary to become educated and productive citizens who are capable of succeeding in society, the workforce, and life.

Classroom teaching is one of the strongest school-based factors impacting student achievement. We believe that newly licensed educators, and veteran educators who are new to a school, deserve quality training and support to achieve maximum results with students.

CSI offers schools the opportunity to participate in a CDE Approved Induction Program. The intent of the one year program is to:

- Assist newly-licensed educators, veteran educators new to the school or incoming out-of-state educators make a smooth transition into their new environment
- Increase the skills and abilities of new educators and ensure that those educators are knowledgeable about the state adopted Educator Quality Standards
- Provide support to and retain effective Colorado educators

CSI recognizes that each of our schools have unique missions and instructional programs; therefore, the CSI Induction Program provides a framework that allows schools meet induction program requirements while customizing ongoing, embedded professional development at the school.

As the CSI Induction Coordinator, I hope to support each of our schools in their commitment to continuous growth and learning for educators. If I can be of support to you during the school year, please do not hesitate to reach out.

Sincerely,



Kimberly Caplan
Professional Learning Manager
kimberlycaplan@csi.state.co.us

Components of the CSI Induction Program

The CSI Induction Program is an intentional way of planning experiences for educators in the program to orient them to the school’s culture, instructional methodologies, and processes and procedures. Because each CSI school has its own mission, vision and instructional methodologies, the program varies slightly from school to school, with school leaders and coaching staff developing professional learning opportunities that are unique to the school. All CSI schools include the following program components:

One-year program (September through April)	
Content	Process
School Orientation	Orientation to workplace policy and practices
School PD	Mission- and Instructional Model-based professional development that occurs at school throughout the year. May include specialized training for induction participants.
Mentorship	30 hours of mentorship 1 observation by mentor 1 model classroom observation
CSI Online Portfolio	Google classroom provides video content to support inductees’ understanding of the Colorado Teacher Quality Standards and assignments allow inductees to demonstrate competency in implementing the Standards.

School Orientation and Professional Development

Your school leader and/or curriculum and instruction staff develop ongoing professional development experiences that are embedded throughout the school year. As an educator in the induction program, you are required to participate in your school’s professional development opportunities. These may include start of school orientation and training, professional learning committee meetings, grade level meetings, in-service days, etc. Your school may have additional trainings or meetings that are specifically targeted to your induction program. Each school provides an overview of the orientation and professional development plan to CSI. Agendas and notes from your school based professional development may serve as artifacts to be uploaded into the CSI online portfolio.

Mentorship

As part of the induction process, you will be assigned a mentor. Some schools use a one-to-one mentor-to-inductee model and others have a single mentor for a cohort of educators in the program. All CSI schools are required to provide thirty hours of mentorship to induction participants. Your mentor will track the time you spend together and the topics covered on the [Mentor Contact Log](#). At the end of May, the log will be submitted to your Induction Coordinator who will sign off on the hours and provide CSI verification of completion.

Included in the mentorship portion of the program are two required observations. You will be observed by your mentor, and you will observe a model classroom. The model classroom observation can be in your mentor's classroom, or you and your mentor can arrange to observe a different teacher in your building or another school. Observation of a video of a model classroom is also allowed. These observations are meant to be formative in nature and will not be used as part of your employee evaluation. You will want to meet with your mentor prior to the observation to discuss the focus of the observation and then follow up afterward to discuss the outcome and lessons learned. While the observations can be scheduled at any time during school year, it is recommended that the mentor observation take place during the first semester. The following forms can be used to document observations. If your school has a different form for observations, you can use school forms, but you must include a reflection on how you plan to address the feedback you received. The completed forms must be uploaded to the May Reflection on Practice assignment in the Google classroom by May 31st.

[Observation by Mentor Form](#)

[Model Classroom Observation Form](#)

CSI Online Modules

The CSI Induction Program is based on the [Colorado Teacher Quality Standards](#) which describe the knowledge and skills that are demonstrated by effective educators in Colorado. In order to ensure a common understanding of the state standards, CSI provides online modules to cover this content. Self-paced video modules provide an overview of the Colorado Teacher Quality Standards, the Colorado Academic Standards and the Colorado Model Evaluation System. In addition, a fourth video module provides an orientation to CSI. While your school may have its own process for evaluation and may utilize a curriculum based on alternate core competencies or standards for instruction, it is important for all educators to understand the state-wide system. Viewing the videos is your September assignment.

The Google classroom also serves as a repository for a professional portfolio. To demonstrate your understanding of the Teacher Quality Standards and proficiency in implementing the Standards in the classroom, you will be asked to upload artifacts to the online portfolio by the last day of each month and reflect on how the artifacts represent proficiency in the Standard (October – April). A single artifact may be submitted for multiple standards and a maximum of five artifacts can be submitted for a standard. Reflections should be 1 – 3 paragraphs in length. The [Portfolio Timeline](#) provides

examples of the types of artifacts that you may consider submitting. You may wish to use the monthly portfolio assignment as a point of discussion for meetings with your mentor.

Induction Year at a Glance

Start of School

- Participate in Back to School Trainings
 - Get to know your mentor
- Identify areas in which you may need support
 - Set goals for first semester

First Semester

- Meet regularly with your mentor to discuss progress toward your goals and any problems of practice you are encountering
 - Mentor observation
- Complete online assignments by the last day of each month

Mid-Year

- Reflect on first semester
 - Celebrate successes
- Identify continuing support needs

Second Semester

- Meet regularly with your mentor
- Conduct a model classroom observation
- Complete online assignments by the last day of each month

Final Meeting

- Reflect on school year
 - Celebrate successes
- Set professional goals for next year
- Induction Coordinator signs off on mentoring hours and verifies completion of the school professional development

Logging into the Google Classroom

You can access the Google classroom using this link:

<https://classroom.google.com/c/MTM5NzkxNDU5NjE1?cjc=jbbh42g>

Or join with the class code **jbbh42g**

How do I sign into Classroom?

Depending on your learning setting, you can sign into Classroom with one of the following accounts:

Personal Google Account—Set up by you. Typically, you use a personal Google Account outside of a school setting. It looks like you@gmail.com.

G Suite for Education account—Set up by your school's IT administrator. It looks like you@yourschool.edu. If you don't know your G Suite for Education account details, ask your teacher or the school's IT administrator.

[Screen shot resources for joining a classroom](#)

We may need to work with your IT to ensure that you can access CSI's account.

Resources

The following pages provide reference documents and templates to be completed during the induction program. They are also available for download within Google Classroom.

Initial Meeting

Use these questions to guide a discussion as you and your inductee fill out the Mentoring Agreement Form.

Delineation of Mutual Responsibilities:

- What is your role as a mentor?
- What is your role as an inductee?

Ground Rules:

- Meeting times
- Meeting locations
- Punctuality, cancellation, rescheduling
- Handling stumbling blocks
 - What might they be?
 - How will we respond to them?
 - How will we handle disagreements?
- Feedback
 - Logistics
 - Type of feedback
 - How to phrase
- Communication
 - What forms of communication will you utilize?
 - What content will you include?
- Learning styles, pet peeves

Confidentiality:

What school policies exist?

What are your personal preferences?

Boundaries:

How available are you?

How available is your inductee?

What are you both willing to do? (Emails, phone calls, Facebook, after hours)

Closure:

What are your priorities right now?

How do you anticipate your priorities changing throughout the year?

You may want to discuss the inductee's Beginning of Year Self-Evaluation.

The Mentoring Agreement

The goals and objectives for this mentoring relationship are:

--

The role of the mentor is:

The role of the inductee is:

--	--

Schedule for mentoring meetings resulting in 30 contact hours:

Face to Face	
Additional communication opportunities	
Proposed dates for observations	

Ground rules/norms for the relationship (including confidentiality):

--

In the case of conflicts or unforeseen difficulties in the mentoring relationship, we agree to take the following steps:

--

Mentor signature and date: _____

Inductee signature and date: _____

Induction Self-Evaluation (Fall)

This self-assessment will assist you in inventorying your experiences and areas of need. Use it to begin conversations with your mentor about strengths and needs for support during the upcoming year.

Name:

School:

Subject/Grade Level:

Previous educator experience, including student teaching and internship.

List your three strongest assets as an educator.

List your three areas of concern for the year.

The Induction Program is designed to support your professional growth. To help us support you, please rate your current level of concern for the following topics.

	No Concern		Somewhat Concerned		Very Concerned
Expectations					
School policies & expectations	1	2	3	4	5
School curriculum	1	2	3	4	5
Standards for student learning	1	2	3	4	5
Using technology as a tool for learning	1	2	3	4	5
Evaluation of teacher performance	1	2	3	4	5
Teaching					
Determining student academic ability	1	2	3	4	5
Effective use of teaching strategies	1	2	3	4	5
Differentiating for individual student differences	1	2	3	4	5
Unit and lesson plan design	1	2	3	4	5
Effective use of textbooks and curriculum guides	1	2	3	4	5
Classroom Management					
Student discipline	1	2	3	4	5
Preparation time	1	2	3	4	5
Assessing/grading student work	1	2	3	4	5
Organization of the classroom	1	2	3	4	5
Management of paperwork and reports	1	2	3	4	5
Accessing materials, supplies, equipment	1	2	3	4	5
The budget for instructional materials	1	2	3	4	5
Cultural diversity of students	1	2	3	4	5
Relationships					
Parents and community members	1	2	3	4	5
Principals, administrators, Board of Education	1	2	3	4	5
Colleagues	1	2	3	4	5
Motivating & rapport with students	1	2	3	4	5

A Common Vision of Great Teaching

The Colorado Teacher Quality Standards

Excellent teaching is vital to every student's success: teachers have the honored role of helping to prepare their students for the world ahead.

To have maximum impact on student learning, teachers must develop and evolve along with their students. This involves self-reflection, increased levels of meaningful feedback on instructional practice and an overall commitment to continuously refining their craft.

Identifying the complex components of quality teaching is a fundamental step in supporting teachers' professional growth as well as developing a fair and reliable evaluation process; both aspects of the Great Teachers and Leaders Act. The statewide Teacher Quality Standards provide this shared understanding of the essentials of great teaching—a common vision.

Just as the Colorado Academic Standards provide common expectations for student learning, the Teacher Quality Standards outline the knowledge and skills required of an excellent teacher. They are the core of the evaluation process and offer a tool for teacher self-reflection, goal setting and ongoing professional growth.

The Teacher Quality Standards are foundational to providing every student with what they deserve—excellent teachers who are consistently supported in their efforts to improve their practice and influence student learning in new and powerful ways.



Students have the greatest chance to succeed when their teachers receive meaningful feedback and are supported in their efforts to continuously improve their craft.

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.

ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.

ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.

ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.

ELEMENT F: Teachers model and promote effective communication.

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

ELEMENT A: Teachers demonstrate high standards for professional conduct.

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.



What is the Induction Portfolio?

The CSI Induction Program is based on the [Colorado Educator Quality Standards](#) which describe the knowledge and skills that are demonstrated by effective educators in Colorado. In order to ensure a common understanding of the state standards, CSI provides online modules to cover this content. Self-paced video modules provide an overview of the Colorado Educator Quality Standards, the Colorado Academic Standards and the Colorado Model Evaluation System. In addition, a fourth video module provides an orientation to CSI. While your school may have its own process for evaluation and may utilize a curriculum based on alternate core competencies or standards for instruction, it is important for all educators to understand the state-wide system.

After completing the video modules in September, you will use Google Classroom to build a professional portfolio that demonstrates your understanding of the Educator Quality Standards and your proficiency in implementing the Standards in the classroom. You will be asked to upload artifacts to the online portfolio by the last day of each month (October – April).

Online Submission Guidance

By the last day of each month, you must complete an artifact submission in the CSI online system. The submission is comprised of two parts:

1. Uploading artifact documents - work samples that create a snapshot of your practice in the classroom

A single artifact may be used to provide evidence for multiple standards, and up to five artifacts can be submitted each month. The Artifact Ideas section below lists some artifacts that you may want to consider. Please note that the list is not comprehensive. You are welcome to use your creativity in selecting artifacts.

2. Describing how these artifacts represent your skills and knowledge for each element and for the overall standard by reflecting on the following guiding questions:

- Why did you choose this artifact or collection of artifacts?
- How do the artifacts selected demonstrate your understanding of the standard and your ability to implement each element of the standard in your professional practice?
- What challenges did you encounter in implementing the standard or which components of the standard would you like to strengthen in the future?

Reflections should be 1 – 3 paragraphs in length.

You can upload to any Standard at any time. It is a great way to collect samples of your work product as you complete them. Work you do in August and September on unit planning may generate great artifacts for Quality Standard I, but the artifact isn't due until March. You can upload it early if you'd like. You can also remove it, if you get to March and decide you want to submit something else.

Artifact Ideas for Each Month

October: Quality Standard II, Elements A & D	
Classroom Management	Parent Communication
Classroom rules/expectations posted	Classroom webpage
Classroom behavior agreement/compact	Classroom newsletter
Behavior chart	Daily planner
Classroom layout design (photo)	Weekly folder
Lesson plan related to classroom culture	Letters/e-mails home
Check out slip	Parent contact log
Job charts	Copy of progress report
Seating chart	Student portfolio for parent conference
Bulletin boards	Report Card
Bell ringer activity	
Daily agenda posted (photo)	

November: Quality Standard II, Elements B & C
Diverse Learners
Modification/accommodation plans
Survey results from students
Choice menus for student projects
Lesson plans reflecting differentiation of instruction
Differentiated assessments
Demographics of diverse learners in your classroom including IEP,504,ALP, ELLs
Student Interest Inventories
Agendas/notes from trainings on diverse learners
Bulletin boards/PowerPoints, etc. reflecting diversity

December: Quality Standard III, Elements A, C, D, E, F

Instructional Strategies

Lesson plans reflecting teaching/reinforcing expectations

Graphs showing variety of assessment results and plans for using assessment data

Audio of questioning strategies used during lesson

Activities to address learning styles

Objectives posted and/or on student materials

Agendas/notes from trainings, PLCs that demonstrate continued professional development in content area/instructional methodology

Photos of student and/or teacher using technology

Web content developed for a lesson

Bell Ringers/Exit Tickets/KWL/Graphic Organizers

Roles for Group Work

Log of Articles/Books/Websites used to improve instruction

List (including dates) of activities or cooperative learning projects where different instructional levels of learning styles are being addressed

January: Quality Standard III, Element B

Assessment & Data

Sample classroom assessments

Pre-test/post-test data

Notes from meeting that reviewed interim or state assessments

Rubrics

Assessment results reflected in lesson plans

Student goal charts

Child study team/ problem solving and/or instructional decision making notes

Team meeting notes

Graphs of student growth

Screen shot of grade book

Procedures for grading, reviewing and returning work

Lesson plans modified to reteach concepts or skills that weren't attained

February: Quality Standard I, Elements A, B, C

Curriculum

Curriculum maps

Lesson plans aligned to standards/scope & sequence

Standards/Pacing Guides with notations

Units of Study

Reading, writing, listening, speaking embedded in lesson plan

Word wall, sentence stems, protocols for group work that demonstrate reading, writing, listening and speaking expectations

Activities that include mathematical concepts – understanding/creating graphs/charts, recognizing patterns, analyzing data

Interdisciplinary lesson plans

KWL, Pre-test data used for lesson planning

March: Quality Standard IV, Elements A & D

Teaming Structures & Leadership

Organizational chart of school teams

PLC Meeting Agendas/Minutes

Grade-Level or Content Meeting Agendas/Minutes

Study Group Agendas/Assignments

Screen shot of online community related to content, instructional strategies

RtI/MTSS Meeting Agenda/Minutes

Log of team meetings attended

School project/committee work

Handouts/presentation from professional development you facilitated

Evidence of participating in a PTO meeting, Board meeting, or other outside of classroom school advocacy

April: Quality Standard IV, Elements B & C

Reflection on Practice

Mentor Observation Form

Observation of a Model Lesson Form

End of Year Self-Assessment

Observation by Mentor Form

Directions:

1. Inductee completes Pre-Observation section.
2. Mentor and Inductee meet to review focus of observation.
3. Mentor observes Inductee and provides a summary of the observation, pointing out strengths, areas for growth, and questions for reflection in the Mentor Feedback section.
4. Inductee completes Post-Observation Reflection section.

Pre-Observation (completed by Inductee prior to pre-observation meeting with Mentor)

Date of Observation	
Grade Level/Subject	
Learning Target/Objective of lesson (student outcome)	
Focus of Observation	
Reason for Focus of Observation	

Optional: Additional Notes from Pre-Observation Meeting

Mentor Feedback (summary completed by mentor after observation)

Observed Strengths	
Area for continued growth	
Questions to consider for reflection	

Post-Observation Reflection (Completed by Inductee after observation)

<p>How do you feel the lesson went? Did you feel students reached your objectives? Why or why not?</p>	
<p>How did the actual lesson compare to what you had planned?</p>	
<p>What insight have you gained from this experience that may influence future lesson planning?</p>	
<p>Respond to Mentor questions for reflection here.</p>	

Model Classroom Observation Form

Directions:

1. Inductee and Mentor meet and complete Pre-Observation section.
2. Inductee completes Observation Scripting & Notes section during observation.
3. Mentor and Inductee meet and discuss outcomes of observation.
4. Inductee completes Post-Observation Reflection section.

Pre-Observation (completed by Inductee during planning meeting with Mentor)

Date of Observation	
Grade Level/Subject	
Focus of Observation	
Reason for Focus of Observation	

Optional: Additional Notes from Pre-Observation Meeting

Observation Scripting & Notes (completed by Inductee during observation)

In the left column, script and capture what you see and hear in the classroom during the observation. Immediately following the observation jot down notes in the right column on what worked well, what questions you have, how the classroom composition is similar or dissimilar to your own, ideas that inspired you or what you might like to try. Share this with your Mentor during your next meeting.

Observations/Scripting	Notes for Discussion with Mentor

Post-Observation Reflection (Completed by Inductee after meeting with Mentor to discuss the outcomes of the observation)

<p>In regards to your observation focus, how do you feel the lesson went? What specific strategies made the lesson work well?</p>	
<p>What insight have you gained from this experience that may influence future lesson planning and/or instructional strategies?</p>	
<p>What additional supports or resources might you need to assist you in developing successful strategies that you observed?</p>	

Induction Self- Assessment (Spring)

Complete this self-assessment and compare it to your beginning of year self-assessment. In your reflection, discuss changes in your confidence level that occurred during the year. In which areas did you grow the most and in which areas do you want to continue to develop?

Name:
School:
Subject/Grade Level:

	No Concern	2	Somewhat Concerned	3	4	Very Concerned
Expectations						
School policies & expectations	1	2	3	4	5	5
School curriculum	1	2	3	4	5	5
Standards for student learning	1	2	3	4	5	5
Using technology as a tool for learning	1	2	3	4	5	5
Evaluation of teacher performance	1	2	3	4	5	5
Teaching						
Determining student academic ability	1	2	3	4	5	5
Effective use of teaching strategies	1	2	3	4	5	5
Differentiating for individual student differences	1	2	3	4	5	5
Unit and lesson plan design	1	2	3	4	5	5
Effective use of textbooks and curriculum guides	1	2	3	4	5	5
Classroom Management						
Student discipline	1	2	3	4	5	5
Preparation time	1	2	3	4	5	5
Assessing/grading student work	1	2	3	4	5	5
Organization of the classroom	1	2	3	4	5	5

Management of paperwork and reports	1	2	3	4	5
Accessing materials, supplies, equipment	1	2	3	4	5
The budget for instructional materials	1	2	3	4	5
Cultural diversity of students	1	2	3	4	5
Relationships					
Parents and community members	1	2	3	4	5
Principals, administrators, Board of Education	1	2	3	4	5
Colleagues	1	2	3	4	5
Motivating & rapport with students	1	2	3	4	5