

Kansas State Department of Education Induction Program Standards and Criteria

Orientation

1. Induction programs provide new career teachers with orientation to the school building.
 - A. The program provides social functions to help build relationships with colleagues.
 - B. The program provides orientation on building procedures, policies, and norms.
 - C. The program provides a review of curriculum and assessment standards for the school.
 - D. The program provides direction on how to communicate with parents.
2. Induction programs provide new career teachers with orientation to the school district.
 - A. The program orients support providers (administrators, professional colleagues, resource personnel, organizations) to their role in supporting new career teachers.
 - B. The program provides orientation to the district's mission and focus.
 - C. The program provides orientation on district procedures, policies, and norms.
 - D. The program provides printed materials about employment and district regulations.
 - E. The program provides a review of curriculum and assessment standards for the district.
 - F. The program provides regular communication about the district and/or building through such vehicles as newsletters, memos, or e-mail.
 - G. The program provides social functions to help build relationships with colleagues.
 - H. The program provides support groups for new career teachers.
3. Induction programs provide new career teachers with orientation to the community.
 - A. The program provides an understanding of the community and its culture.
 - B. The program provides information about community resources.

Professional Development Opportunities

4. Induction programs support the professional growth of the new career teacher.
 - A. The program provides release time for professional growth.
 - B. The program provides a sequence of ongoing training, resources, and/or activities that addresses the developmental stages of the new career teacher, including but not limited to classroom management strategies, instructional techniques, student assessment, and communication techniques.
 - C. The program provides a method for identifying the individual needs of the new career teacher and opportunities to address those needs.
 - D. The program provides assistance in establishing and maintaining a professional development plan (PDP) for the new career teacher.
 - E. The program provides a variety of activities that help the new career teacher understand the building's school improvement strategies.
 - F. The program provides professional resource materials to assist in the new career teacher's professional growth.

School Improvement Initiatives

5. Induction programs orient new career teachers to the school improvement process.
 - A. The program helps the new career teacher understand the school improvement process and his/her role in relationship to the process.
 - B. The program provides a variety of activities that helps the new career teacher understand the building's school improvement strategies.

Mentoring

6. The induction program provides quality mentoring for new career teachers. The mentoring program was established in Senate Bill 432 and is outlined in KSDE Standards and Criteria for Mentor Teacher Programs. The mentor program is organized to provide probationary teachers with professional support and continuous assistance.
 - A. The mentor program has a clear purpose and specified goals that reflect best practice.
 - B. The mentor program is organized to provide probationary teachers with professional support and continuous assistance.
 - C. Mentor selection purposefully matches the best-qualified mentor with a probationary teacher.
 - D. The mentor program results in professional growth of the mentor and probationary teacher.
 - E. Mentors have clearly defined roles and responsibilities.

Appraisal

7. Induction programs support the early career teacher as he/she completes the probationary period.
 - A. The program orients the early career teacher to the district's evaluation system, including timelines, forms, procedures, rights and responsibilities.
 - B. The program identifies for early career teachers the standards of performance upon which they will be evaluated.
 - C. The program provides assistance in self-assessment and reflection on classroom performance.
8. Induction programs support the early career teacher as he/she successfully becomes licensed.
 - A. The program identifies for early career teachers the standards of performance upon which they will be licensed.
 - B. The program provides assistance to the early career teacher in self-assessment and reflection as it relates to requirements for licensure.
 - C. The program assists the early career teacher in completing the state's licensing process.

Teaching Assignment

9. Induction programs communicate to support providers the importance of the assignment(s) of the early career teacher.
 - A. The administrator considers the overall impact of number of preparations, class size, extra duties, committee work, and the challenge of the assignment on the success of the early career teacher.
 - B. The administration takes the responsibility for providing equitable classroom facilities, equipment, and curriculum materials to the early career teacher.

Program Evaluation

10. Induction programs utilize a local program evaluation process to assess the effectiveness of the program.
 - A. The process examines the extent to which induction standards have been met.
 - B. The process gathers input from support providers and early career teachers on the strengths and weaknesses of the program.
 - C. The induction program changes in response to information gathered in the program evaluation process.

Kansas NEA Resolutions

B-2-1. INDUCTION PROGRAMS

Kansas NEA believes that effective induction programs must include an orientation to the school district, school, and teaching assignment including explanations of paperwork requirements, district policies, statutory and regulatory requirements, expectations/job targets, the evaluation system, and the collective bargaining agreement; a focus on teaching skills including seminars and inservice opportunities; and peer assistance from a trained consulting teacher.

KNEA further believes that an induction program must ensure that all teachers new to the district participate in a continuous system of at least two years which has a method for early release for teachers who exhibit exemplary skills; all new teachers are placed in assignments that maximize their opportunities for success and are not inordinately impacted by class size, disruptive students, or students with special needs.

KNEA further believes that implementation of any induction program must be a decision made at the local affiliate level with local leaders determining the impact such a program might have on cohesion and solidarity of the local; be made only if a collaborative relationship exists between the NEA local affiliate leaders and school district officials; be developed through collective bargaining or through a joint association/school district agreement in the form of a memorandum of understanding. The purpose of the program needs to be clearly defined in the collective bargaining agreement or memorandum of understanding, and require a shared focus on improving teaching on the part of teachers and their union and the school district, including administrators. The program must ensure that adequate resources (people, time, physical space and funding from both the association and school district) are available for the program and be phased in over a period of time.

KNEA further believes the governance of any induction program must be jointly managed by a governing board composed of representatives of the teaching staff and district management where at least 50% of the members of the governing board are professional employees appointed by the association; and be ongoing and provide for continuous evaluation of the induction program.

KNEA further believes that resources for any induction program include a budget that provides for the effective implementation of the program and the operation of the governing board as spelled out in the master agreement or memorandum of understanding; provide administrative assistance which includes, but is not limited to governing board correspondence, planning for meetings, support for the meetings, and production and distribution of meeting minutes, to ensure the effective functioning of the program; and include a reduction in workload for consulting teachers. (00)