

APPENDIX IV – 18

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TUSD Induction/Mentoring Program



Collaborate. Grow. Succeed.

MISSION

The Tucson Unified School District Induction/Mentoring Program is a formal program for new teachers providing tailored support through one-on-one mentoring and professional development in order to advance teacher practices and improve student learning.

The TUSD Induction/Mentoring Program is designed to inspire, support and challenge participants to:

- accelerate their professional growth;
- increase student learning and achievement;
- advocate for equity of all students;
- develop into reflective practitioners;
- develop into Teacher Leaders, who value collaboration and life-long learning.

VISION

It is the VISION of the TUSD Induction/Mentoring Program to inspire, support, and challenge students to achieve academic success and inspire, support and challenge teachers and principals to excel professionally.

We believe that:

- teachers are responsible for their students' learning;
- teachers ensure equity for all students;
- high quality teaching comes from support to teachers;
- reflection is a key element in the teaching cycle;
- mentoring builds school leaders;
- school leaders support positive school reform.

PROGRAM OVERVIEW

All teachers new to Tucson Unified School District with 2 or less years of teaching experience are enrolled in the TUSD Induction/Mentoring Program. This is a two-year induction program for teachers new to the profession.

The Tucson Unified School District believes that a period of induction is important for all new teachers. Teacher induction provides assistance and encouragement to teachers in the initial stages of their professional journey within the district to promote teacher effectiveness. TUSD also believes that new teachers benefit from the opportunity to collaborate with veteran teachers. To that end, all new teachers are provided a mentor to support them in their teaching.

The TUSD Induction/Mentoring Program provides ongoing professional development for teachers through formal mentoring and opportunities to participate in seminars and study groups. As educators we continue to develop professionally throughout our careers. The Tucson Unified School District believes that teachers who engage in reflective practice gain insight to their teaching and become more effective teachers.

INDUCTION/MENTORING PROGRAM COMPONENTS

The TUSD Induction/Mentoring Program has three components: 1) a 4-Day New Teacher/Administrator Induction, 2) Mentor Support, and 3) Professional Development. Each component builds beginning teachers' capacity to be reflective practitioners and collaborative members of their professional learning communities. Each element of the program also encourages teachers to engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy.

Details of each component are described below:

4-Day New Teacher/Administrator Induction

At the beginning of each school year the TUSD Induction/Mentoring Program will provide a mandatory four-day orientation to the Induction/Mentoring Program for new participants. The 4-Day Induction will provide an overview of the program and introduce participants to the protocols and tools that may be used to support

teacher reflection and professional growth. Teachers hired after the 4-Day Induction will be oriented to the program by their respective mentors.

Mentor Support

The District shall hire or designate an appropriate number of New Teacher Mentors based on the best practices for such mentoring/coaching in the field. These Mentors shall not have direct teaching assignments.

Each teacher in the Induction/Mentoring Program will be assigned a mentor who will provide ongoing support through regular classroom collaboration visits. The mentor will use Formative Assessment System (FAS) tools to gather data and guide reflective conversations. Teachers and their mentors will use such tools as professional development plans, class profiles, analyses of student work, and video reflections to move their practices forward. Mentors will offer teachers effective instructional strategies and the resources required to meet the needs of their students and accelerate their own professional growth.

Professional Development

The Induction/Mentoring Program offers professional development throughout the year. Teachers have the opportunity to participate in Professional Learning Communities and seminars focusing on planning, classroom management, instruction and professional growth, which are the four domains of the Danielson Framework for Teaching.

Seminars and study groups are designed to move participants' teaching practices forward on the Danielson Framework. The district goal is for teachers to be at the proficient level or beyond by the end of their third year in the Tucson Unified School District. In addition, new teachers will develop a network in which they can meet and collaborate with other teachers to problem solve, share information, and exchange ideas. The purpose of professional development through the Induction/Mentoring program is to encourage teachers to become autonomous, reflective practitioners who are building capacity toward teacher leadership. The purpose is also to build beginning teachers' capacity to be reflective and collaborative members of their professional learning communities and engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy.