

**Educators New to the Teaching Profession
Workload Task Force Guidelines
Approved Tuesday, May 13, 2008 in District Liaison**

Guidelines for Educators New to the Teaching Profession (first three (3) years):

1. Secondary — No more than two teaching preparations for educators new to the teaching profession (This would depend on curricular subject area needs). Elementary — No split grade level assignments for three (3) years.
2. In the first year for a educator new to the teaching profession: coaching or extra-duty assignments, i.e., lunch duty, JSSC, bus duty, committee assignments, etc., should be limited, if possible. Secondary — if hired into an area in the curriculum specific to activities, i.e., physical education, debate, drama, etc., assignments may be given to coach in one or two sports. If assigned to teach in core curricular areas, administrators need to be very sensitive to the extra-duty coaching assignments given. Elementary — avoid, if possible, assigning educators new to the profession to major committees.
3. No educators new to the teaching profession will be assigned a student teacher.
4. Administrators should offer support to educators hired to teach in curricular areas that require teaching more than two (2) preparations. The principal or his/her designee will communicate procedures/protocols inherent in the school to all teachers new to the building, program or grade level, i.e., budgets/financial process, extra-duty assignments, co-curricular, coaching, committees, etc.
5. Secondary educators new to the teaching profession should not serve as department chair during their first two (2) years.
6. Administrators should be very careful when approaching new secondary educators to take on productivity teaching assignments. Administrators should always let the teacher know that this is a choice, not a required assignment. Teachers can refuse with no consequences. Do not use “we need you to teach,” it is always “would you like to teach productivity” — eliminate pressure. No productivity in first year!
7. Maintain open lines of communication with educators new to the teaching profession. Administrators, mentors, and school directors to have open and candid discussions as to the needs and conditions that will enhance a new educator’s experience.
8. E.S.L. endorsement will be encouraged within the first three (3) years of a new educator’s experience. Becoming E.S.L. endorsed should not be a first year requirement.
9. Educators new to the profession should not be placed in portable classrooms, if possible. **8DA – Davis Educators’ Agreement**