



## Newark Teacher Induction Program

### Building Relationships in Induction: The Role of the Principal

Research studies demonstrate that Principals have a huge impact on the success of beginning teachers. The Newark Teacher Induction Program helps inform principals on the importance of their role in supporting Induction Candidate success. The Newark Teacher Induction program standards state that principals:

- Receive information through “Orientation to Induction for principals”
- Conduct site orientations
- Introduce new teachers to staff
- Allow for new teachers to meet / collaborate with their Mentors / Mentors
- Respect *confidentiality* between the Mentor and new teacher (Induction Candidate)
- Establish a school culture that supports new teacher success
- Establish a school culture based on standards and success for *all* students
- Participate in a Triad Support Meeting at least three times each year.

#### Triad Support Meeting:

On three separate occasions during each Induction year, the Candidate, Mentor, principal and a program staff will meet. These events are designed to:

- Provide the Candidate with support through the development and progress of his or her professional growth plan as documented in the Individual Learning Plan (Refer to Program Standard 3)
- Establish a strong mentoring relationship amongst the Candidate, principal and Mentor
- Triad meetings are scheduled in September or October, January or February and May (Colloquium)

These meetings are scheduled individually at times convenient to the team. Schools with more than one Candidate may schedule a group session. Each session is approximately sixty minutes or less in length.

#### **Notes to remember:**

- This must be a non- Human Resource meeting & is “not a hire or fire” meeting.
- Information gained from these meetings may not be considered for evaluation.
- Candidates may include notes and reflections from these meetings in their ILP.



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Beginning of the Year

After the Candidate has completed the Initial Self-assessment of the ILP

Prompts:

1. Think of one person who influenced you professionally. Tell the reason for your choice. Describe the qualities of this person. What are the qualities you admire most about this person?
2. Reviewing the data on your ILP:
  - a. What are your goals as a teacher?
  - b. How might the school support you in achieving these goals?
  - c. What skills do you bring to this school? Identify skills and strengths.

Date: \_\_\_\_\_

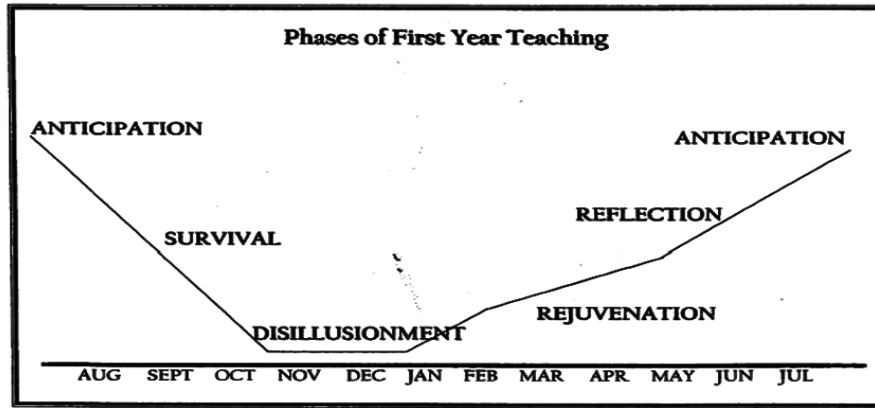
Notes & Reflections:

Mid-year: After the Candidate has completed the Mid-year Self-assessment of the ILP

Team will discuss the Phases of First Year Teaching. Each member will identify where they are on the map



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Adapted from Moir, E. (1999). *Mentoring Matters*, p. 5

Prompt:

1. How is it going for you now?
2. What support may we offer you in meeting your ILP goals?

Date: \_\_\_\_\_

Notes & Reflections:

End-of- the Year: At the Colloquium

Prompts:

1. What are you most proud of from your achievements and successes this year?
2. How might this influence plans for next school year?

Date: \_\_\_\_\_

Notes & Reflections:

## Licensure vs. Employment

**The Individual Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation purposes.** It is evidence of completion of the program requirements to earn a recommendation for a California Professional Teaching Credential. Completion of the program and a recommendation for the professional Clear Credential does *not* imply or



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ensure continued employment. Licensure requirements and employment criteria may differ; however, full licensure is a primary consideration in any district's employment decisions.

As the Candidate works with their principal establishing annual goals and demonstrating professional growth required of all teachers, candidates may choose to share activities, documents, and other evidence collected in Induction to document successfully meeting employment evaluation goals. Again, it is the teacher's decision and the teacher's choice. Additionally, District or principal performance evaluations will not be considered in lieu of programmatic conditions for meeting the requirements of the California Commission on Teacher Credentialing (CCTC) approved professional Clear Credential