

New Bees Program Overview:

Calhoun City Schools believes a quality education for our students begins with qualified personnel who support the mission and vision of the district. Calhoun City Schools New Bees: Teacher Induction Program, provides targeted support to new teachers during Years 1-3 of the profession, as well as experienced teachers who are hired into our school system during their first year with the CCS family. Induction teachers are paired with an experienced teacher within their grade level or department who serves as their mentor. The mentor teachers guide and teach our induction teachers the “Calhoun way” and are role models for our commitment to the high standard of excellence that our school system upholds. Calhoun City’s Teacher/Leader Development and Instructional Technology Specialists collaborate as a team to facilitate focused monthly meetings with the New Bees groups, provide targeted support and feedback to induction teachers in the classroom setting, and support mentors in their role as teacher leaders. The CCS New Bees Program strives to provide a wide realm of support to newly hired teachers with the goal of instilling high expectations, while building strong relationships among our school system family. Calhoun City feels this program and the support it provides is vital in attracting and retaining the very best teachers.

Year 1 Overview:

The Calhoun City Schools New Bees Program is tiered in order to provide differentiated support based on individual teachers’ needs. All teachers, no matter their previous level of teaching experience, participate in the New Bees program during their first year in the district. Teachers that have less than three years of teaching experience will remain in the program the following year.

All teachers new to CCS are supported by a team of leaders consisting of a personal mentor, school level administrators and instructional leaders, district level specialists, and grade level/department peers. This team guides and supports the success of the induction teacher in all areas including instructional, professional, and personal growth. The New Bees organizational structure ensures that Year 1 induction teachers have a multi-layer support system that provides them with the resources needed for a smooth transition to Calhoun City Schools.

District specialists meet with mentors and induction teachers on a monthly basis to provide professional development related to district and school initiatives, as well as acclimate new teachers to the expectations and family-like culture of Calhoun City . These group meetings provide all

induction teachers and mentors opportunities to ask questions in a risk-free environment, learn from one another, and develop lasting relationships with peers.. CCS believes that building strong relationships with students is of the highest priority. This core belief is embedded in the professional learning conducted during Year 1. Induction teachers complete tasks each month related to topics discussed at the monthly meeting that will enhance their effectiveness in the classroom. They also conduct observations of their mentor, and other veteran teachers, to gain ideas and knowledge.

In addition to group meetings, mentors are expected to meet with their induction teacher on a regular basis to provide support in all areas including instructional planning, grade level/department operations, etc. Mentors will also conduct observations of their induction teacher and provide feedback. Mentors are the direct line of support for Year 1 teachers and understand the importance of establishing a strong relationship with frequent communication and feedback.

CCS recognizes that Year 1 induction level teachers require varying levels of support based on previous teaching experiences. In addition to scheduled monthly meetings, district leaders visit induction teachers' classrooms frequently to provide on-going support based on individual needs. The goal of the Year 1 New Bees Program is to help teachers thrive, not just survive, during their first year in Calhoun City Schools.

Year 2 Overview:

After completing Year 1 of the New Bees Program, teachers who have less than three years of teaching experience will move into Year 2. Those participating in their second year of the New Bees Program will remain with the same mentor that provided support during their first year. The structure of Year 2 is very similar to Year 1 with the continuation of monthly group meetings, follow-up tasks, regular meetings with mentors, peer observations, and a multi-layer system of support from the district and school-level administration.

The professional development embedded within Year 2 is focused on helping new teachers build a substantial repertoire of effective teaching strategies that can be implemented across grade levels and content areas. These strategies also support the school-wide focus and initiatives related to effectively implementing the expected instructional framework . Mark Lemov's book, Teach Like A Champion, is used as a reference source for many of the best practices and techniques highlighted in professional development sessions. There is an emphasis on helping teachers develop

powerful and effective strategies and techniques that can be put into action almost immediately to increase effectiveness on a day to day basis.

Year 3 Overview:

The final tier of the New Bees program is geared toward teachers who are in their third year of teaching. During this final year of support, teachers do not have a designated peer mentor, but are mentored by district or school-level specialists.

Professional development continues to be focused on enhancing knowledge related to instructional strategies and delivery, but teachers are expected to be more self-directed in their learning. Year 3 teachers will be exposed to a variety of strategies linked directly to our gamified professional development program Jacket YOUiversity. Through this platform, teachers will explore innovative topics that center around communication, creativity, collaboration, and critical thinking in the classroom. From the knowledge gained during their exploration of topics, teachers will choose strategies and activities to implement within their lessons and document in Jacket YOUiversity. Peer observations are continued in order to widen the depth and breadth of pedagogical knowledge. District and school-level support will observe and meet with Year 3 teachers periodically to check-in and offer support based on individual needs.