

SBCUSD

New Employee Onboarding Handbook



Employee Development Department
Human Resources

Digital Version: <https://goo.gl/DiksUY>



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San Bernardino City Unified School District Mission Statement

The mission of SBCUSD, the leading expert in human learning, is to ensure all students, cradle to career, develop the knowledge, skills, and proficiencies required for college, career, civic, and economic success by inspiring and engaging them in a system distinguished by:

- High expectations for student and staff performance
- Vital partnerships with families, community, and employers
- Culturally proficient schools
- Learning experiences beyond traditional boundaries of where and when
- Safe, respectful, and welcoming environments

13 Speed of Trust Behaviors*

They are based on principles that govern trusting relationships and are based on the 4 Cores of Credibility:
1) Integrity 2) Intent 3) Capabilities 4) Results

- 1. Talk Straight** - Be honest. Tell the truth. Don't manipulate people or distort facts.
- 2. Demonstrate Respect** - Genuinely care for others. Respect the dignity of every person and every role.
- 3. Create Transparency** - Declare your intent. Get real and genuine. Be open and authentic.
- 4. Right Wrongs** - Make things right when you're wrong. Apologize quickly.
- 5. Show Loyalty** - Give credit to others. Don't badmouth others behind their backs.
- 6. Deliver Results** - Establish a track record of results. Don't make excuses for not delivering.
- 7. Get Better** - Continuously improve. Increase your capabilities. Don't consider yourself above feedback.
- 8. Confront Reality** - Acknowledge the unsaid. Confront the reality, not the person.
- 9. Clarify Expectations** - Disclose and reveal expectations. Discuss them. Don't assume that expectations are clear or shared.
- 10. Practice Accountability** - Hold yourself accountable first. Hold others accountable second. Don't blame others.
- 11. Listen First** - Listen before you speak. Understand. Diagnose. Listen with your ears, your eyes and heart.
- 12. Keep Commitments** - Say what you're going to do, then do what you say you're going to do.
- 13. Extend Trust** - Demonstrate a propensity to trust. Don't withhold trust because there is risk involved.

* Adapted from the best-selling book *The Speed of Trust* by Stephen M.R. Covey



SBCUSD Meeting Guidelines for Excellence

1. We start and end meetings on time.
2. We focus on positive outcomes for students.
3. We are productive and focus on solutions for our stakeholders.
4. We have clear objectives and outcomes that are purposeful.
5. We collaborate honestly and in a way that encourages and engages each person to share his/her knowledge.
6. We value and respect the knowledge of our diverse group of participants.
7. We take ownership and responsibility for individual and group decisions.
8. Have fun!



BASICS FOR EXCELLENCE

Focus on Results Together

We work collaboratively to produce exemplary outcomes for our SBCUSD community.

Service

We achieve success by consistently and effectively serving others.

Sense of Purpose

Our actions are focused and contribute to the attainment of our mission.

Positive Passion

We experience enthusiasm and encouragement as evidenced by our excitement and joy in what we do every day.

Emotional Commitment

We exhibit inspired behaviors that reflect pride, motivation, and empowerment through involvement.

Parameters of Trust

We establish consistent parameters of trust that are characterized by honesty, transparency and collaboration.

Professionalism

We exhibit professionalism by providing superior customer service while adhering to quality professional standards.



"Making hope happen"



Community Engagement Plan Statement of Beliefs

- Every person has value and deserves to realize full potential.
- Learning liberates the mind, the heart, and the spirit and instills hope.
- Relevance inspires motivation and excellence.
- Emotional, psychological, and physical well-being is significant in the pursuit of life, learning, and happiness.
- Cultural proficiency leads to equity and removes barriers to opportunity.
- Strong interpersonal relationships based in trust empower individuals and communities.
- Individuals and communities thrive in environments of mutual respect, value, and worth.

Key Strategic Objectives

- Each student will develop and pursue an academic and career plan based on his or her interests and talents.
- Each student will demonstrate independent initiative, civic responsibility, and community pride.
- Each student will develop creativity through mastery of fundamental knowledge and applied skills.
- Each student will enjoy learning throughout life by learning how to learn.

Introduction

Community Engagement Plan Strategy 2: We will strengthen human capacity through systems of coaching and mentoring throughout the organization.

Onboarding is the process of welcoming, educating, connecting, and acculturating new employees. It helps assimilate them into work and team processes and into an organizational culture. It provides new employees with the necessary tools and resources to carry out their jobs and clear channels for ongoing knowledge acquisition and collaboration. It instills in them a sense of connection to individual, group, and organization goals and a drive to contribute (MIT). Consider that 90 percent of employees decide whether or not to stay with an organization within the first six months (Aberdeen Group). Consider further that the cost of losing an employee in the first year is often at least three times their salary (Wynhurst Group). As a manager, you play the most important role in the onboarding process. The relationship between a new employee and their manager is the determining factor in whether the employee chooses to stay with an organization (Aberdeen Group).

Research has found effective onboarding:

1. Helps employees contribute quickly
2. Enhances individual and group productivity
3. Fosters relationship building and networking
4. Fully transitions employees to the role, organization and culture

While there are numerous ways to structure an onboarding program, the recently developed framework in SBCUSD consists of four distinct elements:

1. **Orientation:** to provide new employees with a “big picture” understanding of the district and site, its strategic plans and its initiatives. This is the perfect chance to assimilate new employees quickly into the district by sharing expectations, making new employees feel comfortable and safe, and cultivating their enthusiasm as new members of the team.
2. **Key Stakeholder sessions:** the objective of the key stakeholder sessions is twofold: first, new employees gain strong networks of support quickly and second, internal stakeholders sessions are structured so new hires learn about any potential opportunities, challenges and priorities. Both types of sessions lead to early engagement and a sense of belonging.
3. **Peer shadowing opportunities:** new employees observe and interact one-on-one with high performing individuals in order to learn exemplary performance habits and to build relationships with these high performers.
4. **Mentorship:** all people benefit and grow through quality interactions with others. Mentorship strengthens capacity by cultivating the skills and knowledge of employees. Providing a mentor to new employees is a powerful way to create an environment where they feel comfortable sharing ideas and taking risks. This, in turn, increases outcomes and overall achievement.

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Certificated Onboarding

Special Thanks to the Following Contributors:

Marlene Bicondova, Principal

Michelle Cleveland, Principal

Suzy Keidel Ed.D, Assistant Principal

Neil Hicken, TIP Mentor

Carmen Okoh, PAR Consulting Teacher

District Orientation

The district's orientation is comprised of two parts: an in-person orientation and an online course containing all district related policies and procedures. All new certificated employees are required to complete both parts of the orientation.

New Certificated Orientation

All new certificated employees are required to attend a one (1) day district orientation. This orientation will be held the day before certificated employees work year begins for employees hired at the beginning of the year and during non-student work days (Thanksgiving and/or Spring break) for employees hired after the school year has begun. Employees will be compensated for their time at the current hourly rate. The orientation provides a district orientation and stakeholder meetings with the following district departments:

- | | |
|---|--|
| - <i>College & Career Readiness/Linked Learning</i> | - <i>Labor Relations and Compliance</i> |
| - <i>Continuous Improvement</i> | - <i>Payroll</i> |
| - <i>Educational Services</i> | - <i>Personnel Services</i> |
| - <i>Elementary Instruction</i> | - <i>Safety & Emergency Management</i> |
| - <i>Employee Benefits</i> | - <i>Secondary Education</i> |
| - <i>Employee Development</i> | - <i>Special Education</i> |
| - <i>English Learner Programs</i> | - <i>Specialized Programs</i> |
| - <i>Equity and Targeted Student Achievement</i> | - <i>Student Wellness and Support Services</i> |
| - <i>Family Engagement</i> | |

Online Course

All new certificated employees are required to complete the district's online course, New Certificated Orientation, within 30 days of his/her hire date. This online course provides policies and procedures from the following departments: Employee Benefits, Attendance & Accounting, Informaional Technology, Payroll, Safety & Emergency Management, Employee Relations, Affirmative Action, Guest (Substitute) Teachers, Employee Development, San Bernardino Teachers Association, Accountability and Educational Technology, Student Wellness and Support Services, Health Services and Continuous Improvement.

Management

All new managers are required to complete the district's online course, Management Onboarding, within 40 days of his/her hire date. This online course provides instructions and activities to ensure all new leaders are successful in SBCUSD.

District Mentorship for Teachers

It is the mission of the Employee Development Department to supplement the support new teachers receive from their site. Teachers should be provided with a site mentor/coach in addition to the district mentor/coach to insure the availability of support at all times (see graphic below). The district's Employee Development Department will provide mentors/coaches to the following teacher groups as supplementary support:

- * **Preliminary Credential:** teachers who are hold a preliminary credential will be probationary for 2-years and will receive an induction mentor from the Teacher Induction Program (TIP) for 2-years in order to clear their credential. TIP mentors are funded by the district and may be full time released or classroom teachers.
- * **Clear Credential:** teachers who have a clear credential will be probationary for 2-years and will receive support from a district-paid Onboarding Coach for their **first year**.
- * **Intern Credential:** teachers who have an intern credential will not be probationary until they receive their preliminary credential. However, if they are an intern for a full year, they will be a P2 when they receive their preliminary. Interns will be provided a district-paid support provider with a like credential for the length of their internship. Intern support providers may be full time released or classroom teachers.
- * **Emergency Permit:** teachers who have a Short-Term Staff Permit (STSP) or a Provisional Intern Permit (PIP) will be provided with a district-paid coach/mentor for the length of their permit.

Tier 1 – All Teachers	Tier 2 – New Teachers	Tier 3 – P2 on Assistance Plans PAR Mandates
<p>Primary Teacher Support:</p> <ul style="list-style-type: none"> • Site Resources (<i>Administration, Coaches, Peer Mentors, Teams, MOU, Professional Learning, etc.</i>) <p>Supplementary Teacher Support:</p> <ul style="list-style-type: none"> • Demonstration Teachers and videos • District Program Specialists/ Coaches: <i>Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.</i> 	<p>Primary Teacher Support</p> <ul style="list-style-type: none"> • District Orientation • New Teacher Academy • Site Onboarding • Site Resources (<i>Administration, Coaches, Peer Mentors, Teams, MOU, Professional Learning, etc.</i>) <p>Supplementary Teacher Support:</p> <ul style="list-style-type: none"> • Onboarding Coaches (P1 teachers with Clear Credentials, Intern and Emergency permit teachers) • Teacher Induction Program (TIP) Mentor (P1, P2 Teachers with Preliminary Credential) • District Program Specialists/ Coaches: <i>Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.</i> 	<p>Primary Teacher Support:</p> <ul style="list-style-type: none"> • Site Resources (<i>Administration, Coaches, Peer Mentors, Teams, MOU, Professional Learning, etc.</i>) <p>Supplementary Support:</p> <ul style="list-style-type: none"> • Peer Assistance Review – PAR coordinated with Site Administrative Support • District Program Specialists/ Coaches: <i>Student Wellness, Special Education, English Learners, Elementary Instruction, Secondary Education, Assessment and Educational Technology, Equity and Targeted Student Achievement, etc.</i>

*SEE BELOW FOR ADDITIONAL CREDENTIALING INFORMATION

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District Mentorship for other Certificated Staff

Mentorship is a critical component of onboarding and the success of new educators. Mentorship is provided by district departments in the following ways:

Speech and Language Pathologists:

New Speech and Language Therapists (New Graduates) will be assigned a Clinical Fellowship Supervisor to ensure the completion of the Clinical Fellowship Year and the California required professional experience.

New SLPs to the district will be supported through a match with an experienced district Speech and Language Therapist for collaboration and consultation. In addition, there are regular opportunities for Speech and Language Therapists to collaborate with each other.

Counselors:

School Counselors are provided coaching and mentoring voluntarily, administrative request for support in developing a comprehensive counseling program, and/or new staff to counseling (could consist of new to the district, transition from teaching to counseling). Within Student Wellness and Support Services, we have Program Specialists who were former counselors within our district at the elementary and secondary levels.

Psychologists:

All new school psychologists will be paired up with a seasoned (3 or more years) school psychologist in order to learn and understand the role and how to function as a credentialed school psychologist. The mentor will support them as they are trained in school psychology practices, crisis intervention and multi-disciplinary collaboration.

Nurses:

New School Nurses will participate in a half-day orientation with the Coordinator of Health Services. School nurses will be assigned 1-2 experienced nurse mentors that will take them through the process of what school nursing is all about. They will be able to observe other school nurses as they do health screenings, presentations and nursing procedures/treatments. They will be supported through collaboration and consultation with their mentors as they are given feedback and helpful instruction regarding school nursing. In addition, they will be exposed to team nursing and given opportunities to gain insight from additional nurses and to create rapport with them as they continue to learn and service the school sites.

Permit Teachers:

New permit teachers will participate in a program orientation presented by the Child Development Coordinator and staff. During the orientation, teachers will receive important information needed to transition and acclimate to their new position. They will learn about the program philosophy, goals, curriculum, assessments and mandated regulations. Teachers will be assigned to a program specialist who will serve as their coach and mentor and will provide classroom support in a collaborative manner to assist them to have a successful and positive experience in our school district.

Provisional Intern Permit (PIP) Pathway

Description: Teacher is working on an emergency contract while enrolled in a university in order to get an *intern credential.

CTC Required Support and Supervision:

The employer will provide orientation, guidance and assistance to the permit holder.

- The employing agency will assist the permit holder in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit.
- The employing agency will assist the permit holder to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies.
- The candidate has been apprised of steps to earn a credential and enroll in an intern program.
- The employing agency will ensure a notice of intent to employ the applicant in the identified position has been made to the governing body.

Human Resources Responsibilities:

- Notification of employment to school board
- Advice and assistance meeting for meeting subject matter competency and enrolling in an intern program
- Orientation

School Site Responsibilities:

- Peer Shadowing
- Stakeholder meetings
- Assign mentor
- Release time for onboarding if needed

Employee Responsibilities:

- Seek and enroll in subject matter training
- Enroll in an intern program
- Notify HR of credential status change
- Participate in all onboarding activities
- May self-refer to PAR

*when transition occurs see intern pathway

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Short Term Staff Permit (STSP) Pathway

Description: Teacher is working on a one-year emergency contract. Most teachers with a STSP will transition to a *preliminary credential once they have passed the appropriate test.

CTC Required Support and Supervision:

The employing agency will ensure the permit holder is placed in a position that matches the identified subject matter competency area and grade level.

The employer will provide orientation to the curriculum and to techniques of instruction and classroom management to the permit holder.

The employer has assigned a mentor teacher to the permit holder for the term of the STSP.

Human Resources Responsibilities:

- Appropriate placement
- Orientation

School Site Responsibilities:

- Peer Shadowing
- Stakeholder meetings
- Assign mentor
- Release time for onboarding if needed

Employee Responsibilities:

- Pursue the required preliminary credential
- Notify HR of credential status change
- Participate in all onboarding activities
- May self-refer to PAR

*if transition occurs after 25% of the school year, this pathway stays in effect; if transition occurs before 25% of the school year, see preliminary pathway

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Intern Credential

Description: Teacher is working on an intern credential and will qualify as a P2 after completion of an intern program (see Preliminary credential information).

CTC Required Support and Supervision:

Teachers hired on an intern credential must be enrolled in a Commission-approved intern program. The employing district and the Commission-approved intern program have shared responsibility for supporting and supervising the intern teacher:

- The employing agency will ensure the intern is placed in a position that matches the identified subject matter competency area and grade level.
- The employer must identify a mentor or other designated individual who meets the Commission's specified criteria (see Coded Correspondence 14-04) prior to an intern assuming daily teaching responsibilities.
- Programs must ensure that a minimum of 144 hours of general support/mentoring and supervision is provided to each intern teacher per school year.
- An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher who enters the program without a valid English learner authorization.
- The employer and Commission-approved Intern must collaborate in tracking the hours of support and supervision provided to the intern teacher as outlined in the required MOU.
- The employer and Commission-approved Intern program must communicate and collaborate regularly to ensure that a qualified mentor is selected and appropriately trained.

Additionally, the individual holding an Intern credential must complete coursework and/or observations of credentialed teachers to continue moving toward earning a preliminary teaching credential. The following should be addressed in the required MOU:

- Potential release time from teaching responsibilities to complete necessary classroom observations of credentialed teachers.
- Potential requirements of release time to attend classes at the teacher preparation institution.

Human Resources Responsibilities:

- Appropriate placement
- Mentor training and funding (required hours, EL support, communication)
- Advice and assistance meeting for meeting subject matter competency and enrolling in an intern program
- Orientation

School Site Responsibilities:

- Peer Shadowing
- Stakeholder meetings
- Assign mentor
- Release time for onboarding if needed

Employee Responsibilities:

- Pursue preliminary credential by meeting all university requirements
- Notify HR of credential status change
- Participate in all onboarding activities
- May self-refer to PAR

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Preliminary Pathway

Single Subject, Multiple Subject, Education Specialist

Description: Teacher has a preliminary credential and needs to clear it through *induction.

Human Resources Responsibilities:

- Determine Induction eligibility
- Assign Induction mentor
- Orientation

School Site Responsibilities:

- Peer Shadowing
- Stakeholder meetings
- Release time for onboarding and induction activities
- Triad meeting (admin meets with teacher and mentor)

Employee Responsibilities:

- Attend New Teacher Academy or equivalency
- Participate in all onboarding activities
- Attend Induction Orientation Meeting (IOM)

*if hired after 25% of the school year, see clear/late hire preliminary pathway

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Preliminary Pathway

Designated Subjects, Career Technical Education

Description: Teacher has a preliminary credential and needs to clear it through the University.

Human Resources Responsibilities:

- Appropriate placement
- Orientation

School Site Responsibilities:

- Peer Shadowing
- Stakeholder meetings
- Assign mentor
- Release time for onboarding if needed

Employee Responsibilities:

- Participate in all onboarding activities
- May self-refer to PAR

*if hired after 25% of the school year, see clear/late hire preliminary pathway

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Clear and Late Hire Preliminary Pathway

(all credentials)

Description: Teacher is fully credentialed and does not qualify for induction support OR teacher has a *preliminary credential but was hired after the induction deadline

Human Resources Responsibilities:

- Appropriate placement
- Orientation

School Site Responsibilities:

- Peer Shadowing
- Stakeholder meetings
- Assign mentor
- Release time for onboarding if needed

Employee Responsibilities:

- Participate in all onboarding activities
- May self-refer to PAR

* teacher will repeat their P1 year the following school year

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Site Onboarding

For employees to be successful in the on-boarding process, Administrators must play a vital role. The New Teacher Project has found that when administrators are engaged in a high-quality and focused on-boarding program that is aligned with a district orientation, there is a 93% retention rate of new teachers (NTC, 2016). SBCUSD has developed a two-fold onboarding program that first starts at the district level and is completed at the site level that will orient the teachers to the school structure, culture, and protocols, provide the instructional expectations, clearly define the administrative expectations for staff members, and establish academic and professional goals so the school, staff, and students can thrive.

In addition, it is highly recommended that administrators make every effort to avoid placing new teachers/ staff in the most challenging positions (combination classrooms, multiple grade levels, multiple prep periods, etc.). Building staff understanding of this policy will assist in moving veteran staff into these positions instead. Staff meetings that discuss the following will help build this understanding:

- Discuss Pros/Cons of new staff in most difficult positions
- Benefits to all if students receive the best quality instruction
- Possible incentives for veteran staff to volunteer for the more challenging assignment

The following is **site onboarding plan**, which covers what all administrators should review with new teachers before they are placed into their classroom. It is the district's goal through this onboarding process that “new hires will completely know, understand, and support the district’s core values and beliefs which will lead to productivity, engagement, and retention of employees while ultimately producing greater student outcomes.

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Onboarding Plan – Beginning of the Year

Recommendation: Any new educator hired at the start of school year should receive the following.

Preboarding	Before the 1st Day of School	By the end of the first week	By the end of second week	By the end of 30 days from hire
Confirm start date with HR Gather Materials Create premade “Welcome Basket” containing important books/literature Prepare Device	Issue Device Site Tour Staff introductions Site Protocols Debrief	Teacher NCO Coursework Administrator Ensure Coach/Mentor has been assigned to the teacher Walkthrough Administrator performs informal walkthrough & provides feedback Debrief	Teacher NCO Coursework Enroll for benefits Admin Walkthrough Administrator performs informal walkthrough & provides feedback Debrief	Teacher NCO Coursework Submit benefits packet Admin Debrief

Onboarding Plan – Beginning of the Year		
Recommendation: Any new educator hired <u>at the start of school year</u> should receive the following.		Recommended Personnel
Preboarding	Site <ul style="list-style-type: none"> <input type="checkbox"/> Create premade “Welcome Basket” containing important books, and school gear <input type="checkbox"/> Ensure a device is ready to be issued <input type="checkbox"/> Confirm start date with HR <input type="checkbox"/> Staff handbook 	
Before the first day of school		
Technical Support	Site <ul style="list-style-type: none"> <input type="checkbox"/> Technical Support Checklist 	Site Tech Coach Computer Specialist
Site Orientation	Teacher <ul style="list-style-type: none"> <input type="checkbox"/> Utilize the Site Resources & PLC Connections document to take notes when meeting with the stakeholders listed within the Site Orientation Checklist Administrator <ul style="list-style-type: none"> <input type="checkbox"/> Site Orientation Checklist. <input type="checkbox"/> Review Site Protocols 	
Planning	Teacher <ul style="list-style-type: none"> <input type="checkbox"/> Planning Time <ul style="list-style-type: none"> ○ Teachers may utilize the following Lesson Plan Templates. 	
Recommendation: The following is to be completed within 30 days of hire date		

By the end of the first week		
	<p>Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes the following assignments in itsLearning: <ul style="list-style-type: none"> o Benefits o Attendance & Accounting o Payroll <p>Site</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows up to ensure that all classroom equipment is working properly <p>Administrator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure an Onboarding Coach, TIP Mentor, or Site Support Provider has been assigned to the teacher <input type="checkbox"/> Administrator performs informal walkthrough & provides feedback <input type="checkbox"/> Debrief 	
By the end of the second week		
	<p>Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes the following assignments in itsLearning: <ul style="list-style-type: none"> o Guest Teachers o Labor Relations & Compliance - Employee Relations o Labor Relations & Compliance - Employee Relations <input type="checkbox"/> Enroll for benefits by scheduling an appointment with American Fidelity <p>Administrator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrator performs informal walkthrough & provides feedback. 	
By the end of 30 days from hire		

	<p>Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes the following assignments in itsLearning: <ul style="list-style-type: none"> o Safety & Emergency Management o Employee Development o Student Wellness & Support Services o Health Services <input type="checkbox"/> Submit benefits packet (issued to employee upon hire) <p>Administrator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debrief <ul style="list-style-type: none"> o Administrator or designee checks in with the teacher at the end of his/her first 30 days in the classroom. 	
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Onboarding Plan – Late Hire

Guidance: Any new educator hired after the start of school should receive the following.

Day 1	Day 2	Day 3	Day 4	Day 5
Technical Support Issue devices District email setup Aeries access SmartFindExpress Classroom equipment Site Orientation Site Tour Staff Introductions Debrief w/ Admin	Stakeholder Meetings District personnel Department Chair Team Lead Site Secretary Counselor “Virtual” Luncheon Vice Principal or support staff Mentorship Meetings with Coach/Mentor/Site Support Provider	Peer Shadowing Classroom “Walkthroughs” Principal/VP/Dept. Chair Planning Classroom Management Plan	Planning First week lesson plan development with Coach/Mentor/Site Support Provider “Virtual” Luncheon Coach/Mentor/Site Support Provider Debrief Review plans and site protocols	Student Introductions Principal/VP to introduce teacher to class/each class period Class Meeting Teacher meets with students informally

Onboarding Plan – Late Hire		
Guidance: Any new educator hired <u>after the start of school</u> should receive the following.		Recommended Personnel
Preboarding		
Before hiring	<input type="checkbox"/> Confirm start date with HR <input type="checkbox"/> Staff handbook - during Distance Learning, provide digitally <input type="checkbox"/> *Prepare “Welcome Basket” containing important books , and school gear <input type="checkbox"/> *Identify/prepare device(s) to be issued *During Distance Learning, schedule a time for safe pick up of device, Welcome Basket and other teaching materials/supplies	Clerical
Day 1		
Technical Support	Site <input type="checkbox"/> Technical Support Checklist	Site Tech Coach Computer Specialist
Site Orientation	Administrator <input type="checkbox"/> Site Orientation Checklist . <input type="checkbox"/> Review Site Protocols	Administrator or Designee
Pick Up	Teacher <input type="checkbox"/> Pick up device, Welcome Basket and teaching materials/supplies	Clerical
	<input type="checkbox"/> Debrief <ul style="list-style-type: none"> Teachers will be given time to debrief with the principal to ask follow-up questions and receive guidance for first day teaching expectations 	Administrator

Day 2		
Stakeholder Meetings	<p>Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize the Site Resources & PLC Connections document to take notes in the stakeholder meetings listed below. <p>District Meetings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Key district personnel (e.g. Elementary Instruction Program Specialist, Middle School Math Program Specialist, etc) <ul style="list-style-type: none"> • Access Clever/itsLearning • Open & discuss Scope & Sequence <p>Site Meetings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Secretary <input type="checkbox"/> Counselor <ul style="list-style-type: none"> • Review students rostered with special needs <input type="checkbox"/> Department Chair and/or Team Lead (if applicable) <input type="checkbox"/> Vice Principal(s) <ul style="list-style-type: none"> • History of school site <input type="checkbox"/> Onboarding Coach, TIP Mentor, or Peer Mentor 	
Day 3		
Peersshadowing	<p>Administrator</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Walk” classrooms observing instructional practices and school site focus <p>Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning Time <ul style="list-style-type: none"> ○ After classroom “walkthroughs”, the teacher develops a Classroom Management Plan. ○ Review plan with peer mentor and/or district coach 	Administrator or Designee District Coach

Day 4		
Planning	<p>Teacher Plan lessons for the first week of school with peer mentor and/or district coach</p> <ul style="list-style-type: none"> - Use Scope & Sequences (ItsLearning and Clever) - Use New Teacher Academy resources - first day/week of school plans and Lesson Plan Templates. <p>Administrator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debrief <ul style="list-style-type: none"> ○ Teachers will be given time to debrief with the principal to ask follow-up questions and receive guidance for first day teaching expectations <input type="checkbox"/> Review Site Protocols 	Peer Mentor District Coach District Program Specialists
Day 5		
Student-Teacher Relationship Building	<p>Administrator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce teacher to class/each class period <p>Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spend time in class/each class getting to know the kids <input type="checkbox"/> Have class meeting with students 	Administrator Guest Teacher

Department 5-day Onboarding Plan Employee Development Example

Day 1

- ☐ Professional Dress
- ☐ Badges/access button
- ☐ Business Cards
- ☐ Payroll (income changes)
- ☐ Get Connected
 - ☐ Internet
 - ☐ Email
 - ☐ Google Drive
 - ☐ DropBox (PAR)
 - ☐ Share Personal Contact
 - ☐ Join GroupMe for Teams/Department (communication tread for information/questions)
- ☐ Calendar
 - ☐ Team Meetings
 - ☐ Department Meetings
 - ☐ Division Meetings
 - ☐ Mentor Meetings (TIP)
 - ☐ Flex
 - ☐ Calendar Invite TIP
- ☐ Open Calendar from Payroll
 - Turn in to secretary for supervisor signature
- ☐ Calendar invites to your calendar to
 - ☐ Secretary
 - ☐ Assistant Director
 - ☐ Team Lead (PAR)/Team Lead (TIP)
- ☐ Building/Staff Walkthrough
 - ☐ Printers
 - ☐ Copy machines
 - ☐ Restrooms
- ☐ Attendance
 - ☐ Spin System
 - ☐ Change site
 - ☐ Sick Leave
 - ☐ Personal Necessity
 - ☐ Bereavement
- ☐ Debrief

Department 5-day Onboarding Plan Employee Development Example

Day 2

- ☐ Mileage Voucher
 - ☐ Mileage form for calculations
- ☐ Stakeholders Meetings
 - ☐ Triad Schedules (TIP)
 - ☐ Mandate Meetings (PAR)
- ☐ Mandated Reporting Assessment
- ☐ Program Components
 - ☐ Mentor Google Drive (TIP)
 - ☐ Resource Binder (PAR)
 - ☐ Binder Scavenger Hunt
 - ☐ Descriptors for Participating Teachers
 - ☐ Introduce Vocabulary
 - ☐ View Initial Documents for Essential information from PT (PAR)
 - ☐ PAR/EDD Informational Binder
- ☐ Steps needed to schedule teachers
 - ☐ Minimum day
 - ☐ PE (elementary)
 - ☐ Yard duty (elementary)
 - ☐ Staff/department/team meetings
 - ☐ Bell schedules
 - ☐ Conference period
 - ☐ Rotating schedules
- ☐ How to set up agenda with teachers for next teacher meeting
- ☐ Debrief

Day 3

- ☐ Administrator Protocol
 - ☐ Email (Email Etiquette)
 - ☐ In person-(Professional approach, language, respecting confidentiality of our teachers)
 - ☐ Scheduling meetings w/Admin (Intro, follow up, triad, etc.)
 - ☐ Teacher concerns-How to address administrator request for teacher support
 - ☐ Confidentiality
- ☐ CT/PT Interactions (PAR) and Mentor/Candidate Interactions (TIP)
 - ☐ Reflective Conversation (guide)
 - ☐ Observations
 - ☐ Focused
 - ☐ Modeling
 - ☐ Providing Feedback
- ☐ Site Visitation
 - ☐ Sign in and Out (District Folder)
 - ☐ School roster
 - ☐ School map

Department 5-day Onboarding Plan Employee Development Example

- ☐ Bell schedules (rotation)
- ☐ Administrators
- ☐ Secretary
- ☐ Restroom
- ☐ Staff room and staff boxes
- ☐ Debrief

Day 4

- ☐ Contact Logs Protocol
 - ☐ Email
 - ☐ Language used (non-evaluative)
 - ☐ Submitting process
 - ☐ Due Dates
- ☐ Peer Shadowing
- ☐ Debrief

Day 5

- ☐ Set Goals for Evaluation-standard 6 self evaluation
- ☐ Peer Shadowing
- ☐ Debrief

Within the First Week

- ☐ Welcome Luncheon meeting with Department Manager(s)

Within the First Month

- ☐ Attend Mandate Meetings w/Mary (PAR)
- ☐ Schedule/Attend Triad Schedules (TIP)
- ☐ Set Goals with PT's/Candidates
- ☐ Weekly Check-In Meeting
- ☐ Identify trainings available
- ☐ District Initiatives (Operation Student Recovery)

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Mentorship

Mentorship is a critical component of onboarding and the success of new teachers. The New Teacher Center resource guide states:

Give Every Educator a Mentor or Coach

Issue: Today, one in five American teachers quits the profession within their first five years on the job (National Center for Education Statistics, 2015). Even the most promising new teachers are caught off guard by the realities of teaching, and often struggle with little support to overcome common struggles. And, unfortunately, the experienced teachers who do stay usually don't get the types of opportunities they need to continuously improve their skills and adopt the latest best practices

Solution: Providing every educator with a mentor or coach is critical not just for attracting and developing skilled teachers, but for their longevity within the profession and ultimately, for improving student learning. Research into retention rates in Chicago Public Schools found that new teachers were nearly twice as likely to say they wanted to remain in their school when they had strong mentoring based on New Teacher Center principles. When new teachers also had strong support from school administrators and other teachers, they were three to four times more likely to want to remain in their school. Importantly, these teachers also moved the needle for student achievement. Students of teachers in grades 4–8 who participated in NTC induction for two years achieved a greater annual gain in reading—3 to 5 additional months of learning—than teachers with traditional support (SRI International Evaluation, 2016).

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Given this information, departments should identify peer mentors immediately upon hiring new staff.

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Classified Onboarding

Special Thanks to the
Classified Onboarding
Committee:

Zulma Abarca
Joseph Aceto
Traci Butts
David Chavez
Jason Evlynn
Whitney Hengesback
Keven Jahr
Alexis Jenks
Kari Nelsen
Esmerelda Sassaman
John Simpson
Teresa Wilson
Christine Wright

District Orientation

The district's orientation is comprised of two parts: an in-person orientation and an online course containing all district related policies and procedures. All new classified employees are required to complete both parts of the orientation.

New Employee Orientation

All new classified employees are required to attend a three-hour district orientation. This orientation will be held multiple times throughout the year. Employees will be compensated for their time. The orientation provides a district orientation and stakeholder meetings with the following district departments:

- *California School Employees Association*
- *Employee Benefits*
- *Employee Development*
- *Human Resources*
- *Payroll*
- *Safety and Emergency Management*

Online Course

All new classified employees are required to complete the district's online course, New Employee Orientation, within two weeks of his/her hire date. This online course provides policies and procedures from the following departments: Safety & Emergency Management, Employee Benefits, Payroll, Affirmative All new managers are required to complete the district's online course, Management Onboarding, within 40 days of his/her hire date. This online course provides instructions and activities to ensure all new leaders are successful in SBCUSD.

District Training Checklist

Steps to Implement the District Training Checklist

1. New classified employee attends New Employee Orientation and receives the District Training Checklist.
2. New classified employee meets with his/her supervisor to discuss which trainings he/she will attend as a part of onboarding - see Onboarding Handbook. (Check all that apply.)
3. Supervisor provides employee with options for a mentor. Employee chooses a mentor and lists their name on the District Training Checklist.
4. Supervisor and new classified employee sign the District Training Checklist.
5. Employee sends completed checklist to employeedevelopment@sbcusd.com and retains a copy.

<p>Instructional Technology (909) 386-2550</p> <ul style="list-style-type: none"> <input type="checkbox"/> Microsoft Office (Word, Excel, PPT) <input type="checkbox"/> Financial 2000 <input type="checkbox"/> SAP <input type="checkbox"/> Google Suite <input type="checkbox"/> Outlook <input type="checkbox"/> For more trainings, visit: https://tinyurl.com/sbcusdtrainings <p>Health Services (909) 880-6839</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physicals/Immunization <input type="checkbox"/> Medication Administration <p>Student Records (909) 880-6615</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrollment/Registration of Students <input type="checkbox"/> Graduation Requirements <input type="checkbox"/> Records Management <input type="checkbox"/> Aeries <input type="checkbox"/> Transcripts <p>Accounting Services (909) 381-1152/</p> <p>Attendance Accounting (909) 381-1147</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance and Accounting <input type="checkbox"/> ASB <input type="checkbox"/> Purchase Requisitions <input type="checkbox"/> Financial 2000 <input type="checkbox"/> REAFs <input type="checkbox"/> HR30/29 </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Payroll (including Best Net) <input type="checkbox"/> Budget <input type="checkbox"/> BU92 <input type="checkbox"/> Facilities Request <input type="checkbox"/> Absence Reporting </td> </tr> </table> <p>Secretary Training (909) 381-1101</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yearly Trainings 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance and Accounting <input type="checkbox"/> ASB <input type="checkbox"/> Purchase Requisitions <input type="checkbox"/> Financial 2000 <input type="checkbox"/> REAFs <input type="checkbox"/> HR30/29 	<ul style="list-style-type: none"> <input type="checkbox"/> Payroll (including Best Net) <input type="checkbox"/> Budget <input type="checkbox"/> BU92 <input type="checkbox"/> Facilities Request <input type="checkbox"/> Absence Reporting 	<p>Special Education (909) 880-6703</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paraprofessional Training (offered Mondays) <p>Maintenance and Operations (909) 388-6100</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Asbestos (AHERA) <input type="checkbox"/> Work Orders <input type="checkbox"/> Lead Paint Awareness <input type="checkbox"/> Utility Cart Safety <input type="checkbox"/> Respirator </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Defensive Driving <input type="checkbox"/> Forklift <input type="checkbox"/> Aerial Lift <input type="checkbox"/> Blood Borne Pathogens </td> </tr> </table> <p>Nutrition Services (909) 881-8000</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Point of Sale (POS) Training <input type="checkbox"/> Thermometer Use <input type="checkbox"/> Productions Records <input type="checkbox"/> Using a Retherm </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Recording Temperatures <input type="checkbox"/> Salad Bar Log <input type="checkbox"/> Proper Handwriting </td> </tr> </table> <p>Environmental Safety (909) 381-1192</p> <ul style="list-style-type: none"> <input type="checkbox"/> CPR/First Aid <input type="checkbox"/> Lockdown/Lockout <input type="checkbox"/> Stop the Bleed <p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> Printing Services (909) 388-6120 <input type="checkbox"/> Customer Service Training – Charter School Office (909) 473-2095 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Asbestos (AHERA) <input type="checkbox"/> Work Orders <input type="checkbox"/> Lead Paint Awareness <input type="checkbox"/> Utility Cart Safety <input type="checkbox"/> Respirator 	<ul style="list-style-type: none"> <input type="checkbox"/> Defensive Driving <input type="checkbox"/> Forklift <input type="checkbox"/> Aerial Lift <input type="checkbox"/> Blood Borne Pathogens 	<ul style="list-style-type: none"> <input type="checkbox"/> Point of Sale (POS) Training <input type="checkbox"/> Thermometer Use <input type="checkbox"/> Productions Records <input type="checkbox"/> Using a Retherm 	<ul style="list-style-type: none"> <input type="checkbox"/> Recording Temperatures <input type="checkbox"/> Salad Bar Log <input type="checkbox"/> Proper Handwriting
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Print New Employee's Name _____ Site _____	New Employee's Signature _____ Date _____
Print Mentor's Name _____ Site _____	Mentor's Signature _____ Date _____
Print Supervisor's Name _____ Title _____	Supervisor's Signature _____ Date _____

Classified Onboarding Plan

Day 1: (These suggestions do not have to be in this order.)	
Team/Staff Introductions	Duties, Department/Site Mission, Vision and Goals, Mentor
Site Tour	Campus Map, Emergency Drill locations, Cafeteria/Staff Lounge, Photo copier, Supply Closets, etc.
Site/Department Protocols	Work Computer set-up, Telephone System, Keys, etc.
Work Time	Reporting hours, Breaks, Lunch, Staff Meetings, Off-site Trainings, Vacation/Sick Time, etc.
Property, Equipment, Access Set-up	Employee is given time to settle into new work area and brainstorm questions/information still needed.
Debrief	Employee meets with Supervisor and Mentor to discuss concerns/questions and what is going well.

Day 2: (These suggestions do not have to be in this order.)	
Peer Shadowing	Employee sits with or travels with another employee who is doing similar work.
Stakeholder Meetings	Employee meets with other staff who they will interact with frequently. During stakeholder meeting with Supervisor, the Supervisor will conduct Evaluation Notice & Orientation.
District Orientation	Orientation is in two parts: New Employee Orientation (3 hours) and New Employee Information Course (1 hour) - provided at BOE. Supervisor will provide employee with 3 hours of release time to attend New Employee Orientation.
Site Mentorship	Employee, mentor and supervisor review District Training Checklist to select additional orientation trainings and review its Learning course.
Debrief	Employee meets with supervisor and mentor to discuss concerns/questions and what is going well.

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Mentorship

All people benefit and grow through quality interactions with others. Mentorship strengthens capacity by cultivating the skills and knowledge of employees. Providing a mentor to new employees is a powerful way to create an environment where they feel comfortable sharing ideas and taking risks. This, in turn, increases outcomes and overall achievement.

Mentorship in SBCUSD should create a safe and welcoming environment that engages new employees by providing them with a connection to a more experienced employee who helps them feel welcomed, included on the team, provides them positive support and access to resources. Providing mentorship to new employees shows them that the district values them and has invested time and energy into their success.

Supervisors should provide the new classified employee with a list of appropriate mentors and provide them regular opportunities to accomplish the above. It is strongly encouraged that the new employee is consulted and is a part of the decision-making process in who his/her mentor will be. Mentors should be chosen based on their job-alike skills, proximity, performance level and experience. Choosing appropriate mentors may include the following

- Volunteers (have multiple names ready by using a survey or voting system)
- Identify high-performing employees willing to serve
- Rotate the role each year
- Provide release time

Department Onboarding Examples

Nutrition Services, Maintenance and Operations, Health Services and Family Engagement have implemented New Employee Onboarding that includes:

- Introduction to the District's Mission, Basics for Excellence and Speed of Trust model
- Orientation to the department (meeting, PowerPoint, information)
- Giving a department handbook with information to all new employees that they keep
- Forms to sign (with samples in the handbook to keep) to turn into supervisors
- Variety of training opportunities (position dependent)
- Internal information for their specific department (absences, vacation requests, etc.).
- Variety of opportunities to shadow veteran employees in the same position

Manager Onboarding

Manager Orientation

Orientation is a vital phase in any on-boarding program. Its purpose is to afford new school leaders a “big picture” understanding of the district, its strategic plans and its initiatives. This is the perfect chance to assimilate new leaders quickly into the district by sharing expectations, helping new leaders feel comfortable and safe, and cultivating their enthusiasm as new members of the team.

San Bernardino City Unified School District's orientation introduces new managers to the *San Bernardino Way* while providing a summary of the district's key goals and objectives, which are outlined in detail below. Participants are also introduced to the digital course where all core materials and information that are used over the course of the program are housed (see Fig. 1). This orientation is highly individualized based on the needs of the new manager. That is, internal and external promotions are taken into account so that the new manager's time is fully utilized (see Fig. 2).

Community Engagement Plan (CEP) 2.0

In 2012, the district began a strategic planning process resulting in a comprehensive Community Engagement Plan (CEP 2.0). This blueprint for success demonstrates the direction of the district, guiding the day-to-day operations at all levels.

Basics for Excellence & the Speed of Trust Behaviors

The “Basics for Excellence ,” another important element of the orientation, outlines the district's core values and beliefs. Finally, participants receive a copy of Stephen M.R. Covey's book “Speed of Trust,” so they can participate in required readings and reflections built into the program. The behaviors “Speed of Trust” outlines are principles the district strives to exemplify.

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Figure 2

Activity Matrix for Certificated & Classified Manager Onboarding

	Promotion			New To District		
	Vice Principal	Principal	District Office	Vice Principal	Principal	District Office
Superintendent's Introduction		x			x	
Certificated Eval Teacher Training	x		✧	x	x	✧
Certificated Eval Program Review Training	✧	✧	x	✧	✧	x
Classified Evaluation Training	x			x	x	x
Meet with CSEA	x	x		x	x	x
Meet with SBTA	x	x		x	x	x
New Employee Orientation (NEO) <i>Classified Managers Only</i>						x
New Certificated Orientation (NCO) <i>Certificated Managers Only</i>				x	x	x
Cabinet Lunch	x	x	x	x	x	x
Tour	x	x	x	x	x	x
Board Introduction	x	x	x	x	x	x
Schedule two blocked days following the orientation day (T, W, Th)	x	x		x	x	x

✧ Depends on assigned personnel

San Bernardino City Unified School District
Human Resources Division - Employee Development Department
New Manager Onboarding It's Learning Course Record

The intent of this document is to help you plan your time in the course to complete it within 40 days of your hire or orientation date – you do not need to return this form. The activities listed below are “assignments” in the course. The course also has other resources/information to help you in your new role.

	Assignment <i>Submit all responses using the itsLearning course</i>	Complete
Orientation	Break Through Coaching <i>Enter date(s) of attendance</i>	
	Certificated Evaluations <i>Enter date(s) of attendance</i>	
	Classified Evaluations <i>Enter date(s) of attendance</i>	
	Crucial Accountability <i>Enter date(s) of attendance</i>	
	Cultural Proficiency <i>Enter date(s) of attendance</i>	
	Customer Service <i>Enter date(s) of attendance</i>	
	FRISK <i>Enter date(s) of attendance</i>	
	Instructional Coaching Workshops – site leaders only <i>Enter date(s) of attendance</i>	
	Manager Evaluations <i>Enter date(s) of attendance</i>	
	Operation Student Recovery <i>Enter date(s) of attendance</i>	
	Read Core Documents <i>Submit date of completion</i>	
	Speed of Trust <i>Enter date(s) of attendance</i>	
	Steve Zuieback Training <i>Enter date(s) of attendance</i>	

Key Stakeholder Sessions	Onboarding Orientation <i>Enter date of attendance</i>	
	Analysis Sheet <i>Upload completed document</i>	
	Site Introduction – principals only <i>Enter date of completion</i>	
Peer Shadowing	Peer Shadowing Date(s) <i>Enter date(s)</i>	
Mentorship & Reflection	Mentorship <i>Enter mentor's name</i>	
	Read <u>Cultural Proficiency: A Manual for School Leaders</u> <i>Submit Reflection</i>	
	Onboarding Program Reflection <i>Upload answers in preparation for phone call.</i> <i>Complete the SBCUSD Onboarding Survey</i>	

Manager Key Stakeholder Sessions

Education is a people business. One cannot succeed without developing supportive, lasting relationships. The objective of the key stakeholder sessions is twofold. First, meetings with “external” stakeholders help new employees gain strong networks of support very quickly. Second, “internal” stakeholder sessions are structured so new hires learn about any potential opportunities, challenges and priorities. Both types of sessions lead to early engagement and a sense of belonging, which is why these sessions **account for a large portion of an employee's onboarding**. It can pay big dividends.

External stakeholder sessions deal with the key individuals who predominantly operate and work outside of the new school leader's assigned school or department. They may be district employees or partners in the community. For example, external stakeholders for a new principal may include district directors, executive cabinet members, union presidents, leaders from local universities or representatives from district advisory committees. These individuals can provide critical resources, strategies and information about the requirements of the job. The external stakeholder sessions typically last 45 minutes to an hour. The stakeholder delivers information and offers support, while the new school leader listens attentively, taking it all in. Obviously, it's important to designate plenty of time for questions and answers.

Internal stakeholder sessions deal specifically with staff, students and parents within the new employee's assigned school or department. As part of the onboarding process, employees must meet one-on-one with each staff member assigned to the school or department. In addition, new employees assigned to a specific school must conduct focus group sessions with select student and parent representatives. The one-on-one and focus group sessions are **approximately 10-15 minutes each**, and include only three simple questions: 1) What are some opportunities for growth? 2) What are the greatest challenges? 3) If you were me, what would you focus on? These three questions were adapted from Michael Watkins' book, “The first 90 days.” Once all the internal stakeholders have offered their feedback to each question, new school leaders must examine the data, identify emerging themes, and develop an action plan based on **identified trends**.

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Manager Peer Shadowing Opportunities

We all know every district has high performing leaders who exemplify the beliefs, mindsets and work ethic that produce great results. Wouldn't it be great if all of our newly appointed leaders exhibited those same attributes? We can facilitate this by providing new school leaders with opportunities during their onboarding program to shadow high performing peers.

Not only do new school leaders further job-specific technical skills by observing high performers in day-to-day action, but the new relationship can also lead to ongoing coaching and support through a continual exchange of best practices. This can build a foundation for effective personal and professional growth.

In the SBCUSD Onboarding Program, new school leaders observe and interact one-on-one with a **high performing manager from a pre-approved list of elementary and secondary site leaders**. The newly appointed leaders can experience firsthand how to maneuver successfully through daily dealings. Expect questions to fly back and forth between the new leader and his or her high performing counterpart.

Peer shadowing helps onboarding participants quickly learn tips, strategies, and tools to move their work forward. But it also has benefits for their guides. Showcasing high performers for their work re-engages these seasoned leaders. Overall, the strategy creates a culture and climate in the district where the skills, knowledge and value of all employees are recognized and validated regularly.

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Manager Mentorship, Reflection and Planning

John F. Kennedy observed, “Leadership and learning are indispensable to each other.” Accordingly, the last element of the SBCUSD Onboarding Program includes a few culminating activities to reinforce the key learnings and processes each participant experienced during their 10 days of induction. The objective is to develop a thoughtful, practical written plan for success. We introduce participants to a mentor to assist with ongoing growth and development. The cost of employee turnover can be immense, so providing a mentor to offer new school leaders support is critical to the overall goals of the district and the long-term satisfaction of the employee.

Mentorship: All people benefit and grow through quality interactions with others. Mentorship strengthens capacity by cultivating the skills and knowledge of employees. Providing a mentor to new school leaders immediately is a powerful way to create an environment where new leaders feel comfortable sharing ideas and taking risks. This, in turn, increases outcomes and overall achievement. As the mentoring relationship develops, both school leaders mutually benefit by exchanging ideas and developing effective school leadership strategies.

Reflection and planning: In the final days of onboarding, new school leaders have structured time to reflect on their activities and learning. They are challenged to think deeply about their onboarding experiences. With his or her newfound awareness, each participant develops a personal leadership plan to guide his or her work for the first six to 12 months of the assignment. A major portion of the leadership plan arises from the opportunities, challenges and priorities extracted from the internal stakeholder meetings with staff, students and parents.

While we stress the saying “go slow to go fast” repeatedly to all new leaders, some small “quick win” opportunities can be included in the plans. The first several months on the job should predominantly focus on building lasting relationships with others and should regularly celebrate what is working well. Cultural and systemic change takes thoughtful and strategic decision making over time with people involved at a much deeper level.

The concluding activity of the SBCUSD Onboarding Program demonstrates a commitment to continuous improvement of the program as a whole. All new leaders who have completed the program participate in an After-Action Review (AAR). This is a brief, focused professional dialogue designed to provide feedback on intended and actual results. In other words, did the onboarding program produce the results the participants envisioned? How can the district improve the program? During this activity, the “graduates” answer three questions: 1. What did you just experience in the onboarding program? 2. What did you learn from those experiences? 3. Based on your experiences and learning, what can the district do to improve the onboarding program.

The purpose of the AAR is two-fold. First, it is an opportunity to model an effective group process for improvement participants can use with their school staff. This promotes sharing and learning for continuous improvement. Second, it gives the district an opportunity to enhance the onboarding program by incorporating feedback and suggestions given by participants. The aim is to be the best at getting better, continuously. The resource “The Change Handbook” by Holman, Devane and Cady (2007) describes the AAR process, as well as many other methods for genuinely engaging small and large groups.

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New Employee Onboarding Survey Questions

These items will be sent to all new employees in a survey four to six weeks after their hire date to measure the effectiveness of the SBCUSD onboarding program. All results will be distributed to the site or department of the employee and the Assistant Superintendent of Human Resources to improve onboarding processes at the site- and district-level.

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SBCUSD Onboarding Survey

This survey is intended to collect trend data to improve the district's onboarding program. Please give us your honest feedback about your experience as a new employee or manager in SBCUSD so we can improve our process. Thank you!

* Required

1.) What was your hire date? *

Example: January 7, 2019

2.) I am a... *

Mark only one oval.

- ☐ Certificated Employee
- ☐ Classified Employee
- ☐ Certificated Manager
- ☐ Classified Manager

3.) My job title is... *

I work at... *

Mark only one oval.

- ☐ A site
- ☐ A department
- ☐ Other: _____

My site or department is...

4.) Did I receive a district orientation? *

Our district offers New Employee Orientation (NEO) for classified employees and New Certificated Orientation (NCO) for certificated employees.

Mark only one oval.

☐ Yes

☐ No

5.) If yes above, the district orientation was...

Mark only one oval.

☐ 4 - Highly Effective

☐ 3 - Effective

☐ 2 - Somewhat Effective

☐ 1 - Not Effective

6.) Please justify your response to #5 above. *

7.) I received a site orientation. *

Mark only one oval.

- ☐ Within the first 30 days
- ☐ After 30 days
- ☐ I did not receive a site orientation

8.) If yes above, the site orientation was...

Mark only one oval.

- ☐ 4 - Highly Effective
- ☐ 3 - Effective
- ☐ 2 - Somewhat Effective
- ☐ 1 - Not Effective

9.) Please justify your response to #8 above. *

10.) I participated in stakeholder meetings. *

Site stakeholders include: staff, students, parents, and community partners within the new employee's assigned school or department. District stakeholders include: district departments, (e.g. Benefits, Payroll, Attendance & Accounting, etc.) and district leaders

Check all that apply.

- ☐ At the district level
- ☐ At the site level
- ☐ I did not participate in stakeholder meetings

11.) I participated in peer shadowing. *

Mark only one oval.

- ☐ At the district level
- ☐ At the site level
- ☐ I did not participate in peer shadowing

12.) I have a mentor assigned to me. *

Mark only one oval.

- ☐ Yes
- ☐ No

13.) I feel I am successful in my new job. *

Mark only one oval.

- ☐ 4 - Strongly agree
- ☐ 3 - Agree
- ☐ 2 - Disagree
- ☐ 1 - Strongly Disagree

14.) I felt engaged and connected with SBCUSD right from the start. *

Mark only one oval.

- ☐ Yes
- ☐ No

15.) Please justify your response to #14 above. *

Please add additional comments to help improve the SBCUSD onboarding program.
