

NEW TEACHER EXPERIENCE – KEY STRATEGIES TOOL

Purpose	This tool provides key components of the new teacher experience at the system, school, and classroom levels that all new teachers should receive. It also provides ideas for differentiating supports for high priority teachers. Teams can use this document as a guide when designing their new teacher experience.
Intended User(s)	District Teams

Background

New Teacher Experience is everything that a new teacher experiences, encounters, and feels over their first year or more employed in your organization. These experiences can strengthen a new teacher’s effectiveness and commitment to your organization, or they can cause the experiences to be less than positive.

For the purposes of this document, we define new teachers as any individual new to your organization and in their first year. These new teachers can include those who are brand-new to teaching or who have taught previously, just not in your district.

The table below includes key components of the new teacher experience at the system, school, and classroom levels. All new teachers should expect to experience the components under the “All New Teachers” column, with additional “high priority” new teachers (e.g., shortage subject or those teachers in high-needs schools) recommended to receive the differentiated supports.

I. New Teacher Experience – Key Components

New Teacher Experience	All New Teachers	Differentiated Supports for High Priority Teachers
System Level	<ul style="list-style-type: none"> • Welcome event for all new teachers (HR) • New teacher information packet – who to call for what (HR) • New teacher survey (HR) • Only mutual selection placement in a school (HR) • Developing/ensuring a comprehensive New Teacher Induction program with assigned mentors at the start of the year (HR/Academics) • Online onboarding to smooth the process for salary, benefits and other required documents (HR) • Defining “high priority” teachers with clear plan for outreach (HR) • Support navigating certification issues 	<ul style="list-style-type: none"> • Additional new teacher survey, focus groups or individual contact • Targeted professional learning for those in high-needs schools and/or shortage area subjects, such as math, science, and Special Education
School Level	<ul style="list-style-type: none"> • Continuous outreach over the summer if hired in the spring/earlier • Welcome and orientation to the building • Ongoing school-level PD • Reduced teaching load and time to visit classrooms of master teachers • Ensuring the assigned mentor is in place for the start of the year 	<ul style="list-style-type: none"> • Special email welcome

	<ul style="list-style-type: none"> • Classroom observations from multiple observers • Notebooks prepared and in their classroom for all the logistics - how to take attendance, leaving lesson plans for subs, etc. • Make sure each new teacher is assigned an in-house “guide by the side.” • Provide an index of all the teachers in the building and their various strengths – encourage teachers to visit each others’ classrooms and ask each other for help when needed. 	
Individual Level	<ul style="list-style-type: none"> • Make the first classroom observation an informal drop-in without consequences. • Mentor/ Coach for instructional support in classroom • Quarterly check-ins with principal on performance • Access to resources and supplies to fulfill their role • Ask each teacher what they need to have a successful year. 	<ul style="list-style-type: none"> • Personal check-in with an HR Partner/Staffing Team

II. Probing Questions

- What is the strongest area of our new teacher experience – is it at the system, school, or individual level? Why are we strong here?
- What is the weakest area of our new teacher experience – is it at the system, school, or individual level? Why are we weak here?
- How consistent is the new teacher experience across our schools? How do we know?
- What components of our differentiated supports to high priority teachers seem to have the most benefit? How do we know?
- How are these all aligned?